

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 2S TOTAL
POINTS**

98.77

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones

STUDENT NUMBER 0640821

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> |

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones

STUDENT NUMBER 0640821

| 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="1761 354 1948 448" type="checkbox"/> |
| 1.2 Teacher candidates collaborate with families, communities, colleagues, and other professionals to promote student growth and development. | 100 | <input data-bbox="1761 448 1948 555" 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 innovative lesson plans that meet the diverse needs of each scholar differentiating instruction as needed. The candidate also assessed and adjusted learning based on student performance.

Mentor Feedback: Mrs. Dixon-Jones did a great job of modifying the lesson. She took account of each of the students' strengths and weaknesses. All of the students participated in the lesson and Mrs. Dixon-Jones consulted with me prior to lesson to assess whether the lesson was applicable to meets the needs of all of the students. Mrs. Dixon Jones and I reviewed how the lesson was appropriate for all the students as well as how this assignment was beneficial for this population of students. The lesson Warner Bros 100 anniversary engaged the students with insight into how today's music is like music of years past. The students were able to compose a letter and proceed through multiple choice, matching and vocabulary/definition for their assessment.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones

STUDENT NUMBER 0640821

| 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 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 type="checkbox"/> |
| 2.3 Teacher candidates access resources, supports, specialized assistance and services to meet particular learning differences or needs. | 100 | <input 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 provides opportunities for students to learn in a variety of ways using visuals, manipulatives, and multisensory activities. The integration of resources assists students at multiples levels of ability.

Mentor Feedback: Mrs. Dixon Jones teaches SID/PID students in a self-contained classroom. Some of her students are extremely low and are unable to answer questions orally. The additional students being assessed are of higher functioning and require less hand-over-hand as well as prompting. She has been able to navigate the learning styles in a positive manner by providing the less independent students with more one-to-one instruction as well as small group instruction of (3-4) students that are on a similar learning level. She has also utilized the support of the paraprofessional to ensure that all students receive sufficient support with assignments. She continually differentiates instruction in small groups to allow the students to engage in learning as it best fits their individual needs.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones

STUDENT NUMBER 0640821

| 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. | 98 | <input data-bbox="1766 354 1948 440" 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 464 1948 553" 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 hands-on materials throughout the lesson to promote active participation. Candidate promotes differing perspectives by providing opportunities for scholars to share opinions, views, and ideas.</p> <p>Mentor Feedback: The learning environment in Mrs. Dixon-Jones classroom is conducive for all students to learn. Mrs. Dixon-Jones provided a detailed description of how she engages students on a daily basis. She is very consistent in ensuring that all students are able to learn in a safe environment.</p> | | |

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones

STUDENT NUMBER 0640821

| 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. | 96 | | |
| 4.2 Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students. | 96 | | |
| 4.3 Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area. | 100 | | |

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 time for brainstorming, by posing questions related to learning and experiences. Opportunities are provided for students to listen, respond, and participate in activities that involve academic language.

Mentor Feedback: Mrs. Dixon-Jones has done a very good job of identifying the type of support students in her class need to learn. She understands that some of the students need more support whether hand-over-hand or multiple prompts in math and reading. She has been able to supplement the learning by providing students with manipulatives, videos, and sensory activities to allow the students to grasp concepts. She has been able to this by understanding the needs of her students with consistent engagement.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones

STUDENT NUMBER 0640821

| 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). | 97 | <input data-bbox="1772 354 1944 444" 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. | 97 | <input data-bbox="1772 451 1944 542" 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 provides opportunities for students to share opinions from their own perspective.</p> <p>Mentor Feedback: The lesson Mrs. Dixon Jones taught today "Warner Bros 100 Anniversary" was excellent for this student population. The students were able to complete their assignment as Mrs. Dixon-Jones reviewed the story by asking how the story of Warner Bros is similar to anything in the real world. After several prompts from Mrs. Dixon-Jones were able to gain more confidence and provide accurate answers.</p> | | |

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones

STUDENT NUMBER 0640821

| 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. | 98 | <input 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. | 98 | <input 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. | 98 | <input 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.

Mentor Feedback: All of the students used the information learned from the reading passage Mrs. Dixon-Jones provided to complete the assignment. The students were first assessed orally to check for understanding and later independently to further assess their ability to identify, cut and paste, and correctly define the vocabulary words.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones

STUDENT NUMBER 0640821

| 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="1772 358 1948 451" 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="1772 451 1948 544" 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="1772 544 1948 636" 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 designs lessons that build upon and practice previous learning objectives, leading to scholars mastering skills and concepts. Candidate plans individual and group goals based on students' ability levels.</p> <p>Mentor Feedback: Mrs. Dixon-Jones identified the assignment as being appropriate for her students by first identifying the standard and would it be appropriate for her students. She determined through prior knowledge that her students could perform the task regardless of level of previous proficiency. The worksheets were appropriate and conducive for her students.</p> | | |

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones

STUDENT NUMBER 0640821

| 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="1770 337 1938 425" 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="1770 435 1938 522" 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="1770 532 1938 620" 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 facilitates and guides the students to meet the lesson objections during group or independent activities. Candidate presents a clear and concise essential question for scholars to analyze and answer by the end of the lesson.

Mentor Feedback: Mrs. Dixon Jones provided the students with an opportunity to answer questions. As she introduced the lesson, the students were consistently probed for understanding and asked to provide insight to as to why and why the answer may pr may not be correct. She helped the students understand what was asked by rewording the question to help navigate the student to the correct answer.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones

STUDENT NUMBER 0640821

| 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. | 96 | <input data-bbox="1759 378 1934 483" 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="1759 492 1934 584" 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 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.

Mentor Feedback: Mrs. Dixon-Jones has attended monthly cohort professional development at the school level. She often asked questions, engages administration within the school to gain a better understanding of how she can do her job better and gain insight.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones

STUDENT NUMBER 0640821

| 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. | 96 | <input data-bbox="1759 375 1934 461" 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="1759 469 1934 555" 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 builds learning communities with colleagues by meeting regularly as a team to collaborate on instruction and participating in professional development. Candidate ensure scholars have the resources and opportunities to support learning.

Mentor Feedback: Mrs. Dixon-Jones consistently communicates with her parents with progress reports and weekly updates on how students are doing in class. She also takes daily notes and provides the information to parents in a prompt manner. She also provides the parents with pertinent information about how the student is performing socially and academically. Mrs. Dixon-Jones also makes sure that her students are engaged with other students to establish appropriate behaviors and build positive relationships with other students outside of her self-contained class.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones

STUDENT NUMBER 0640821

| Grand Canyon University: Impact on Student Learning | Score | No Evidence | |
|--|--------------|---|--|
| Teacher candidates demonstrate an understanding of their impact on student learning as evidenced in the Student Teaching Evaluation of Performance (STEP) and other formative and summative assessments. | 98 | <table border="1"> <tr> <td style="width: 50px; height: 40px;"></td> </tr> </table> | |
| | | | |
| <p>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> | | | |
| <p>Teacher Candidate understands the needs of her students. She provides necessary individualized attention because of the structure of the learning environment. The students are being educated in a self-contained learning environment and need a significant amount of support to attain their identified goals and objectives.</p> | | | |

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones

STUDENT NUMBER 0640821

INSTRUCTIONS

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

Total Scored Percentage:

98.77 %

ATTACHMENTS

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 Wednesday, March 29, 2023 10:03 AM

STUDENT NAME (Last, First, Middle): Dixon-Jones, Maryanne L. STUDENT ID: 0640821 PROGRAM OF STUDY: M.A. Special Education
 COOPERATING TEACHER/MENTOR NAME: Elery Miller SCHOOL: John Lewis Invictus Academy GRADE: 6, 7, 8
 PLACEMENT START DATE: 02/02/23 COURSE START DATE: 02/02/23 GCU FACULTY SUPERVISOR NAME: Chondice Allen

COOPERATING TEACHER CONTRACTED HOURS (i.e. 8:00 am - 3:00 pm): 8:30 AM to 4:00 PM
 I Full Contracted Day = 7.5 hours

| KEY | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | |
|------------------------------|------------|------------|-------------|-------------|------------|------------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-----------|------------|-------------|---------|--|
| Dates | 1/30 - 2/3 | 2/6 - 2/10 | 2/13 - 2/17 | 2/20 - 2/24 | 2/27 - 3/3 | 3/6 - 3/10 | 3/13 - 3/17 | 3/20 - 3/24 | 3/27 - 3/31 | 4/3 - 4/7 | 4/10 - 4/14 | 4/17 - 4/21 | 4/24 - 4/28 | 5/1 - 5/5 | 5/8 - 5/12 | 5/15 - 5/19 | | |
| Monday | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | |
| Tuesday | | X | X | DH | X | X | X | X | X | X | X | X | X | X | X | X | | |
| Wednesday | | X | X | DH | X | X | X | X | X | X | X | X | X | X | X | X | | |
| Thursday | X | X | X | DH | X | X | X | X | X | X | X | X | X | X | X | X | | |
| Friday | X | X | X | DH | X | X | X | X | X | X | X | X | X | X | X | X | | |
| Days completed | 2 | 5 | 5 | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | | |
| Cooperating Teacher initials | EM | EM | EM | EM | EM | EM | EM | EM | EM | EM | EM | EM | EM | EM | EM | EM | | |

Total Number of Days Completed: _____

Sign once time requirement has been met. I hereby certify that the GCU Teacher Candidate has completed 70 days in the student teaching placement.

Cooperating Teacher Name: _____ Signature: _____ Date: _____

Teacher Candidate Name: Maryanne Dixon-Jones Signature: Maryanne Dixon-Jones Date: _____

GCU Faculty Supervisor Name: _____ Signature: _____ Date: _____