

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Tiffany Wickliffe STUDENT NUMBER 20479257

PROGRAM: Master of Education in Elementary Education

COURSE: ELM-590 START DATE: 8/15/2019 END DATE: 11/27/2019

COOPERATING SCHOOL NAME: Edgemont Elementary School

SCHOOL STATE: California

COOPERATING TEACHER/MENTOR NAME: Beth Kurtz

GCU FACULTY SUPERVISOR NAME: Pherby Higgins

FOR COURSE INSTRUCTORS ONLY:			
EVALUATION 2S TOTAL POINTS	96.23 points	96.23	%

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**Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide**

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<b>Standard 1: Student Development</b>	<b>Score</b>	<b>No Evidence</b>
<b>1.1</b> 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.	95	<input type="checkbox"/>
<b>1.2</b> Teacher candidates collaborate with families, communities, colleagues, and other professionals to promote student growth and development.	92	<input type="checkbox"/>
<b>Evidence</b> <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>		

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<b>Standard 2: Learning Differences</b>	<b>Score</b>	<b>No Evidence</b>
<b>2.1</b> 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.	95	<input type="text"/>
<b>2.2</b> 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.	95	<input type="text"/>
<b>2.3</b> Teacher candidates access resources, supports, specialized assistance and services to meet particular learning differences or needs.	95	<input type="text"/>
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<b>Standard 3: Learning Environments</b>	<b>Score</b>	<b>No Evidence</b>
<b>3.1</b> 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.	95	<input type="checkbox"/>
<b>3.2</b> 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.	95	<input type="checkbox"/>
<b>Evidence</b> <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>		

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<b>Standard 4: Content Knowledge</b>	<b>Score</b>	<b>No Evidence</b>
<b>4.1</b> Teacher candidates stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students' experiences.	95	<input type="text"/>
<b>4.2</b> Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students.	95	<input type="text"/>
<b>4.3</b> Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area.	95	<input type="text"/>
<b>Evidence</b> <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>		

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<b>Standard 5: Application of Content</b>	<b>Score</b>	<b>No Evidence</b>
<b>5.1</b> Teacher candidates engage students in applying content knowledge to real-world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	95	<input type="checkbox"/>
<b>5.2</b> 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.		<input checked="" type="checkbox"/>
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<b>Standard 6: Assessment</b>	<b>Score</b>	<b>No Evidence</b>
<b>6.1</b> Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.		<input checked="" type="checkbox"/>
<b>6.2</b> Teacher candidates work independently and collaboratively to examine test and other performance data to understand each student's progress and to guide planning.	95	<input type="checkbox"/>
<b>6.3</b> 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.	95	<input type="checkbox"/>
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<b>Standard 7: Planning for Instruction</b>	<b>Score</b>	<b>No Evidence</b>
<b>7.1</b> 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.	95	<input type="checkbox"/>
<b>7.2</b> Teacher candidates develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.	95	<input type="checkbox"/>
<b>7.3</b> Teacher candidates plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest.	95	<input type="checkbox"/>
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<b>Standard 8: Instructional Strategies</b>	<b>Score</b>	<b>No Evidence</b>
<b>8.1</b> 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 type="checkbox"/>
<b>8.2</b> Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	100	<input type="checkbox"/>
<b>8.3</b> 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 type="checkbox"/>
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<b>Standard 9: Professional Learning and Ethical Practice</b>	<b>Score</b>	<b>No Evidence</b>
<b>9.1</b> 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 type="text"/>
<b>9.2</b> Teacher candidates actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	100	<input type="text"/>
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<b>Standard 10: Leadership and Collaboration</b>	<b>Score</b>	<b>No Evidence</b>
<b>10.1</b> Teacher candidates use technological tools and a variety of communication strategies to build local and global learning communities that engage students, families, and colleagues.		<input checked="" type="checkbox"/>
<b>10.2</b> Teacher candidates advocate to meet the needs of students, to strengthen the learning environment, and to enact system change.	100	<input type="checkbox"/>
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<b>Grand Canyon University: Impact on Student Learning</b>					
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<b>Grand Canyon University: Impact on Student Learning</b>	<b>Score</b>	<b>No Evidence</b>
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.	100	<input type="text"/>
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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:**

**96.23 %**

**ATTACHMENTS**

**Clinical Practice Time Log:  
(Required)**



**Attachment 1:  
(Optional)**

**Attachment 2:  
(Optional)**

**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**

*Pherby Higgins*  
Pherby Higgins (Oct 3, 2019)

**Date**

**Oct 3, 2019**