

COLLEGE OF EDUCATION

STUDENT NAME Amanda Koen STUDENT NUMBER 20326908

PROGRAM: Master of Education in Elementary Education

COURSE: ELM-590 START DATE: 2/8/2018 END DATE: 5/23/2018

COOPERATING SCHOOL NAME: Mt. Vernon Elementary

SCHOOL STATE: Oregon

COOPERATING TEACHER/MENTOR NAME: Pat Gagnon

GCU FACULTY SUPERVISOR NAME: Tammy Steeves

FOR COURSE INSTRUCTORS ONLY:		
EVALUATION 2 TOTAL POINTS	90.43 points	%

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InTASC Scoring Guide

Not Applicable	Unacceptable	Acceptable	Target
N/A	2 to 79	80 to 86	87 to 100
The performance of the teacher candidate did not involve the standard.	The performance of the teacher candidate is contrary to the standard and does not meet the expectations for a student teacher.	The performance of the teacher candidate is frequently observed and meets expectations for a student teacher.	The performance of the teacher candidate is constantly observed and consistently exceeds expectations for a student teacher.

Standard 1: Student Development	Score	N/A
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.	90	<input type="text"/>
1.2 Teacher candidates collaborate with families, communities, colleagues, and other professionals to promote student growth and development.	90	<input type="text"/>

Comments

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Standard 2: Learning Differences	Score	N/A
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.	90	<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.	90	<input type="checkbox"/>
2.3 Teacher candidates access resources, supports, specialized assistance and services to meet particular learning differences or needs.	90	<input type="checkbox"/>

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Standard 3: Learning Environments	Score	N/A
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.	90	<input type="text"/>
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.	90	<input type="text"/>

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Standard 4: Content Knowledge	Score	N/A
4.1 Teacher candidates stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students' experiences.	95	<input type="checkbox"/>
4.2 Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students.		<input checked="" type="checkbox"/>
4.3 Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area.	95	<input type="checkbox"/>

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Standard 5: Application of Content	Score	N/A
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).	90	<input type="text"/>
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.	90	<input type="text"/>

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Standard 6: Assessment	Score	N/A
6.1 Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.	90	<input type="text"/>
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.	90	<input type="text"/>
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.	90	<input type="text"/>

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Standard 7: Planning for Instruction	Score	N/A
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.	90	<input type="checkbox"/>
7.2 Teacher candidates develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.	90	<input type="checkbox"/>
7.3 Teacher candidates plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest.	90	<input type="checkbox"/>

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Standard 8: Instructional Strategies	Score	N/A
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	90	<input 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.		<input checked="" 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).	90	<input type="checkbox"/>

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Standard 9: Professional Learning and Ethical Practice	Score	N/A
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.	90	<input type="text"/>
9.2 Teacher candidates actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	90	<input type="text"/>

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Standard 10: Leadership and Collaboration	Score	N/A
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.	90	<input type="text"/>
10.2 Teacher candidates advocate to meet the needs of students, to strengthen the learning environment, and to enact system change.	90	<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. Once this evaluation is completed and submitted, the score is final and cannot be changed or altered by the GCU Faculty Supervisor or by GCU staff.

Total Scored Percentage: 90.43 %

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**

Tammy Steeves
Tammy Steeves (Apr 6, 2018)

Date

Apr 6, 2018



Clinical Practice Time Log

STUDENT NAME (<i>Last, First, Middle</i>): Koen, Amanda E	STUDENT ID: 20326908	PROGRAM OF STUDY: MoA - Elem Education
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PLACEMENT INFORMATION

DISTRICT, SCHOOL, CLASSROOM(S):

Springfield ISD, MT. VERNON ELEM, Mrs Gagnon - 4th grade

KEY	<i>Present use: X = student contact or teacher contract day. Absent use: IW = inclement weather, DH = district holiday, IL = illness, O = Other</i>																
WEEK	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	2-5-18 - 2-9-18	2-12-18 to 2-16-18	2-19-18 to 2-23-18	2-26-18 3-2	3-5 3-9	3-12 3-17	3-19 3-23	3-26 3-30									
Monday	X	IL	X	X	X	X	X	DH									
Tuesday	X	X	X	IL	X	X	X	DH									
Wednesday	X	X	X	X	X	X	X	DH									
Thursday	X	X	IW	X	X	X	X	DH									
Friday	X	X	X	X	X	X	X	DH									
Days to be made-up due to absences	0	1	1	1	0	0	0	0									
Cooperating Teacher's Initials	RA	RA	RA	RA	RA	RA	RA	RA									

I hereby certify that the above mentioned GCU Teacher Candidate has completed the required weeks of Clinical Practice (Student Teaching):

Cooperating Teacher Name: _____ Signature: _____ Date: _____

Teacher Candidate Name: _____ Signature: _____ Date: _____

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

The data entered into the Clinical Practice Time/Activity Log may be audited for accuracy by a College of Education Representative. Falsifying information is a form of Academic Dishonesty and is in direct violation of GCU's Code of Conduct Policy.