

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman STUDENT NUMBER 20753094

PROGRAM: Master of Education in Elementary Education

COURSE: ELM-590 START DATE: 9/5/2024 END DATE: 12/18/2024

COOPERATING SCHOOL NAME: Saint Joseph Regional School

SCHOOL STATE: New Jersey

COOPERATING TEACHER/MENTOR NAME: Shannon Crawford

GCU FACULTY SUPERVISOR NAME: Jean Stewart

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GCU Professional Dispositions of Learners Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100
There is no evidence that the performance of the Teacher Candidate met this disposition or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this disposition and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this disposition and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this disposition and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this disposition and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this disposition and all expectations for a Teacher Candidate during student teaching.

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High Expectations	Score
Teacher candidates should believe that all students could learn and should set and support realistic expectations for student success. These expectations should be communicated in positive ways.	100
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
Grade 2 – lesson: science- exploring habitats. Miss Feldman introduces the lesson by stating the objectives and expectations of the lesson. Miss Feldman communicates expectations throughout the lessons and provides activities and assignments to support instructional outcomes. Today's lesson was a continuation of their unit on animal and their habitats. Students seemed excited about designing a diorama to reflect the animals' habitat. Ms Feldman engages all students in the learning process through a variety of learning strategies to meet individual learning needs. She communicated whole class expectations consistently and throughout the instructional process.	

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Respect for the Diversity of Others	Score
Teacher candidates should be sensitive to individual learning and the social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators, administrators, parents, and other community members with courtesy and civility and establish relationships characterized by respect and rapport.	100
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
Ms Feldman embraces the diversity of the classroom treating all students equally and fairly. She understands their learning style and addresses them within the assignments, making accommodations as necessary. As observed, Miss Feldman is very approachable and students accept her as their teacher. The CT indicates that Miss Feldman readily seeks out information and is open to learning new ideas and approaches to teaching.	

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Fairness	Score
Teacher candidates should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.	100
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
Miss Feldman continues to maintain a safe learning environment that promotes respect and positive interactions between students and teachers. She consistently models listening and respect for other's opinions, ideas, and concerns.	

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Professional Conduct	Score
Teacher candidates should exercise sound judgment and ethical behavior. They should be a positive role model within their community.	100
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
Ms Feldman continues to maintain a kind and positive demeanor in all her interactions with students, professional staff, and her CT. All students are treated fairly and equitably. There's a sense of mutual respect that exists between Ms Feldman and the students.	

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Reflection	Score
Teacher candidates should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.	100
Evidence <i>((The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.))</i>	
The CT reports that Ms. Feldman and she meet regularly to analyze strengths and areas in need of improvement for the purpose of lesson planning, delivery of instruction, and making necessary adjustments as needed. Ms Feldman demonstrates an understanding of the need to modify instruction based on students learning needs. The CT reports that Miss Feldman is very open to professional feedback and learning opportunities to enhance her level of professional growth. The CT also reports that Miss Feldman discusses best teaching practices with a variety of educational professionals to improve her knowledge of teaching and learning. This is evidenced in post evaluation observation feedbackwith the CT and site supervisor.	

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Curiosity	Score
Teacher candidates should promote and support curiosity and encourage active inquiry.	100
Evidence (The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)	
The hands-on activity provided students with the opportunity to explore and understand why habitats are different for animals according to their environment. Students presented their findings in groups of three sharing their information that generated discussion and questions.	

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Honesty	Score
Teacher candidates should model integrity by their words and actions.	100
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
Ms Feldman presents as very honest and trustworthy. Her interaction with students and with the CT are very respectful and kind.	

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Compassion	Score
Teacher candidates should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.	100
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
Observed Miss Feldman actively listening to students and answering their questions. She offers praise as appropriate and quietly redirects students who are off task. She communicates clearly and kindly to all students respecting their individual differences. She has created a positive rapport with students and addresses them in a kind and professional manner. The lesson today was very interactive, engaging students in hands-on activities that gave them an opportunity to explore the topic of habitats, and to expand their understanding and knowledge of habitats.	

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Advocacy	Score
Teacher candidates understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.	100
Evidence (The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)	
Ms Feldman values her students as in individual and independent learners. She has built a sense of community by getting to know her students on a personal level, providing opportunities for them to interact and build relationships with each other. She continues to provide clear expectations for students, modeling those expectations throughout the lesson, and providing support throughout the learning process.	

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Dedication	Score
Teacher candidates should be committed to the profession of teaching and learning.	100
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
Ms Feldman demonstrates a high level of professionalism in her role as a professional educator. She has a good grasp on the understanding of teaching and learning and how to promote student success. She positively interacts with staff, students and families. She is very conscientious, understanding and adhering to the ethics of teaching. Her lessons are planned around student needs, and how to best deliver instruction based on those needs and interests. The CT is very complimentary in her assessment of Miss Feldman's level of professionalism. She states that they often engage in reflective practice, modifying instruction based on feedback from the cooperating teacher and site supervisor. She continues to participate in professional development and other learning opportunities to promote her level of understanding about best teaching practices.	

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Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

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Standard 1: Student Development	Score
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
1.2 Teacher candidates collaborate with families, communities, colleagues, and other professionals to promote student growth and development.	100
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>	
1.1. Miss Feldman's lesson was developmentally appropriate which was designed to address individual students' strengths, interests, and needs for the purpose of enabling them to advance and accelerate their level of learning. Miss Feldman continues to demonstrate her knowledge of preparing, planning, and presenting developmentally appropriate lessons. 1.2. Miss Feldman interacts with professional staff to promote student growth and development. Her interaction with parents is limited due to school district policy.	

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Standard 2: Learning Differences	Score
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
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
2.3 Teacher candidates access resources, supports, specialized assistance and services to meet particular learning differences or needs.	100
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>	
2.1 Miss Feldman demonstrates that she is capable of designing, adapting, and delivering instruction to address each students diverse learning strength and needs. She creates opportunities for students to demonstrate their learning in different ways through independent practice, hands-on activities, and participation in direct instruction. 2.2 Miss Feldman demonstrates her ability to incorporate language development in the planning, instruction and activities to make content accessible to all students, including in English language learners. Students are encouraged to use language when responding to questions. However, she is encouraged to ask students to respond in complete sentences. 2.3 Miss Feldman is very resourceful in adapting instruction to meet students' needs. She also utilizes support services of professional staff to make adaptations of lessons as needed.	

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Standard 3: Learning Environments	Score
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
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
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>	
3.1 Ms. Feldman demonstrates that she is very capable of managing the learning environment to actively and equitably engage students in the process of learning, appropriately allotting time for direct instruction, guided practice, group activities, and end of the lesson assessment. 3.2 Miss Feldman is able to communicate verbally and non-verbally with students in a respectful manner. She maintains an environment where students feel comfortable in risk taking when responding to questions in front of their peers.	

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Standard 4: Content Knowledge	Score
4.1 Teacher candidates stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students' experiences.	100
4.2 Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students.	100
4.3 Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area.	100
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>	
4.1 Students are able to reflect on prior knowledge and connect to newly acquired knowledge as demonstrated in the activity that they participated in during class. This activity followed a discussion of animals and their habitats to constructing a diorama that illustrates an animal's environmental habitat. 4.2 Miss Feldman demonstrates that she is knowledgeable about using a variety of supplementary resources, including technology to support student teaching objectives that further promotes student understanding of the lesson's objective. 4.3. Students participated in making dioramas of habitats that are specific to the animal. They worked in groups three and presented their project to the class, stating clearly what animals survived in specific habitats.	

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Standard 5: Application of Content	Score
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
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
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>	
5.1. Miss Feldman engaged students in applying content knowledge to other disciplinary content areas, such as math when they did the Venn diagram to show similarities and differences in animal habitats. They also reviewed vocabulary relevant to this lesson. Students were able to understand and make connections between the various content areas through guided practice activities. 5.2. Ms. Feldman asked students to compare global habitats to that of local habitats such as animals found in the neighborhood, i.e. squirrels, rabbits, birds, etc. they also discussed why these animals are important to the local neighborhood?	

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Standard 6: Assessment	Score
6.1 Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.	100
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.	100
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.	100
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>	
6.1. Miss Feldman demonstrates the ability to create assessments that align directly with learning objectives. She is able to assess student performance in a variety of ways to ensure if they fully understand the content, such as having students create a diorama of habitats that is specific to the animal's environment. 6.2. Miss Feldman is knowledgeable about the use of student data to determine class and grade level performance. She discusses data with the CT and other educators to assess level of student learning and to guide planning for follow up lessons. She is able to use assessment results to identify patterns within the whole class, groups of students, and individuals. 6.3 Miss Feldman is knowledgeable about district wide assessments and formats that are used to assess students. She understands that some students need modifications, such as; physical accommodations, physical settings, assistive devices, scribes, and other modifications as needed.	

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Standard 7: Planning for Instruction	Score
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
7.2 Teacher candidates develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.	100
7.3 Teacher candidates plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest.	100
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>	
7.1 During observation of Ms Feldman in the classroom, it is apparent that she is competent in selecting appropriate strategies, accommodations, resources, and educational materials to help students be successful in meeting their learning goals. She identifies specific strategies and modifications in her lesson plans to meet individual and group goals based on students' needs and ability levels. 7.2 She demonstrates the ability to design lessons that build upon prior knowledge and skills teaching students how to apply to newly acquired knowledge and skills. Lessons are appropriately sequenced giving students the opportunity to make connections between what was learned and apply to new information acquired. 7.3. The CT is very complimentary when addressing the professionalism of Ms Feldman's ability to analyze formative and summative data as a way to plan for instruction by identifying what skills students have mastered, what skills students still need to learn and identify any learning gaps.	

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Standard 8: Instructional Strategies	Score
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
8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	100
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
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>	
8.1 Miss Feldman is knowledgeable and demonstrates her ability to vary her role in the instructional process. Observation of her teaching methodology shows that she knows how to transition between instructor, facilitator, coach, and audience throughout the teaching and learning process. The classroom setting is very democratic, non-threatening, engaging, and student centered. 8.2. At the end of the lesson, Ms Feldman asked students to think about animal habitats in their yard and why are those animals important to their neighborhood and the local environment. Students were able to identify what animals they see in their yards, name the habitat and state reason that these animals are necessary to the local environment. 8.3 Ms Feldman introduces the lesson with an anticipatory set by reviewing what was previously learned and how students will use that information to connect it to today's objective. She states expectations of today's lesson, what activity students will engage in to accomplish the objective, and demonstrate/apply what they have learned by making a diorama at end of lesson and present their project to the class. Students seemed very excited about the assigned activity and became fully engaged in the project. She discussed the K/W/L chart to take students through the process of learning.	

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Standard 9: Professional Learning and Ethical Practice	Score
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
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
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>	
9.1 the CT reports that Miss Feldman continues to collaborate with colleagues when evaluating outcomes of teaching and learning and explore ways adapt planning as a way to drive instruction. The CT also stated that she and Miss Feldman use curriculum assessments, teacher made assessments and observations to evaluate learning outcomes, as well as plan for future instruction to meet the learning needs of students. 9.2. The CT reports that Miss Feldman is very receptive to feedback and guidance as a way to improve her teaching, gain insight of about student learning and using that information to inform instructional practices. Miss Feldman has gained the respect of professional staff as well as administration.	

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Standard 10: Leadership and Collaboration		Score
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
10.2 Teacher candidates advocate to meet the needs of students, to strengthen the learning environment, and to enact system change.		100
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>		
10.1. As observed, Miss Feldman is very adept in using technology in the classroom to supplement instruction and guide students in using technology to extend learning beyond the classroom. 10.2 Ms Feldman collaborates with professional staff and professional support personnel to address educational/developmental needs of individual students to provide additional resources as needed. Ms Feldman is knowledgeable about how to access appropriate resources and opportunities to support student learning in ways that will help them experience success in the classroom.		

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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.	100	
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>		
Ms Feldman clearly demonstrates that she is able to use pre-and post data in planning for instruction. Her professionalism as a teacher is evident as she guides the class through the learning process. She maintains a high level of professionalism in her communication with students and other professionals. Her communication with parents is limited due to school district policy. She was able to participate in parent conferences and established a professional and positive relationship with the parents in that setting. Ms. Feldman presents as highly professional, committed, and sincere to the profession of teaching. It was a pleasure working with Ms Feldman.		

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Specialized Professional Associations (SPA) Standards

Instructions

Please use the chart below to determine the **required** SPA standards for your Teacher Candidate's program of study. If your Teacher Candidate's program is not included below, the evaluation of SPA standards are not required.

Program	Specialized Professional Associations (SPA)	
Dance	NASD	National Association of Schools of Dance
Early Childhood	NAEYC	National Association for the Education of Young Children
Early Childhood <u>and</u> Early Childhood Special Education	NAEYC CEC	National Association for the Education of Young Children Council for Exceptional Children
Elementary	ACEI	Association of Childhood Education International
Elementary (ESL Emphasis)	ACEI TESOL	Association of Childhood Education International Teachers of English to Speakers of Other Languages
Elementary <u>and</u> Special Education	ACEI CEC	Association of Childhood Education International Council for Exceptional Children
Music	NASM	National Association of Schools of Music
Secondary- Business	NBEA	National Business Education Association
Secondary- English	NCTE	National Council of Teachers of English
Secondary- History	NCSS	National Council for the Social Studies
Secondary- Math	NCTM	National Council of Teachers of Mathematics
Secondary- Physical Education	SHAPE	Society of Health and Physical Educators- America
Secondary- Science	NSTA	National Science Teachers Association
Special Education	CEC	Council for Exceptional Children
Theatre	NAST	National Association of Schools of Theatre

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Dance Placements: National Association of Schools of Dance (NASD) Scoring Guide

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NASD 3a

Ability to teach dance at various levels to different age groups and in a variety of classroom, studio, and ensemble settings in ways that develop knowledge of how dance works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom, studio, and rehearsal management.

Score

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.)

NASD 3b

An understanding of child growth and development and an understanding of principles of learning as they relate to dance.

Score

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.)

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No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
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NASD 3c

Score

The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.

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.)

NASD 3d

Score

Knowledge of current methods, materials, and repertoires available in various fields and levels of dance education appropriate to the teaching specialization.

Evidence

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NASD 3e

Score

The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

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.)

NASD 3f

Score

Basic understanding of the principles and methods of developing curricula and the short- and long-term units that comprise them.

Evidence

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NASD 3g

An understanding of evaluative techniques and ability to apply them in assessing both the progress of students in dance and the objectives and procedures of the curriculum.

Score

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.)

NASD 5a

Students should engage in observation and discussion of field-based teaching/learning experiences in diverse settings.

Score

Evidence

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No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NASD 5b

Score

Students should be provided opportunities for various types of teaching and directed observation throughout the degree program.

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.)

NASD 5c

Score

Teaching opportunities should be provided in actual pre-kindergarten, kindergarten, elementary, middle, and secondary settings, as appropriate for the student's certification level.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Dance Placements: National Association of Schools of Dance (NASD) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NASD 5d

The choice of practice teaching sites must enable students to develop competencies consistent with standards outlined above, and must be approved by qualified dance personnel from the degree-granting institution.

Score

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.)

NASD 5e

Sites and situations for student teaching and students must be supervised by qualified dance personnel from the degree-granting institution and, when possible, the cooperating schools.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Early Childhood Placements: National Association for the Education of Young Children (NAEYC) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

NAEYC Standard 1: Promoting Child Development and Learning

Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

Score

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.)

NAEYC Standard 2: Building Family and Community Relationships

Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Early Childhood Placements: National Association for the Education of Young Children (NAEYC) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	Score
Students prepared in early childhood degree programs understand that child observations, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.	
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>	
NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families	Score
Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.	
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>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Early Childhood Placements: National Association for the Education of Young Children (NAEYC) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman STUDENT NUMBER 20753094

Early Childhood Placements: National Association for the Education of Young Children (NAEYC) Scoring Guide					
No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NAEYC Standard 6: Becoming a Professional	Score
Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	
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>	
NAEYC Standard 7: Early Childhood Experience	Score
Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).	
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>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Special Education Placements: Council for Exceptional Children (CEC) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

CEC Standard 1: Learner Development and Individual Learning Differences

Score

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

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.)

CEC Standard 2: Learning Environments

Score

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman STUDENT NUMBER 20753094

Special Education Placements: Council for Exceptional Children (CEC) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

CEC Standard 3: Curricular Content Knowledge

Score

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

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.)

CEC Standard 4: Assessment

Score

Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Special Education Placements: Council for Exceptional Children (CEC) Scoring Guide					
No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

CEC Standard 5: Instructional Planning and Strategies	Score
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	
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.)	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Special Education Placements: Council for Exceptional Children (CEC) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

CEC Standard 6: Professional Learning and Ethical Practice

Score

Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

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.)

CEC Standard 7: Collaboration

Score

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

ACEI Standard 1: Development, Learning, and Motivation

Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Score

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.)

Miss Feldman demonstrates an understanding of developmental stages of childhood and early adolescence when planning instruction to meet the diverse needs of individual students. She is able to draw up on her knowledge developmental stages to plan curriculum that is achievable at the appropriate stages of growth and development. She is able to plan and implement learning experiences that address individual needs, making accommodations as necessary.

ACEI Standard 2.1: Reading, Writing, and Oral Language

Candidates demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Score

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.)

Ms Feldman competently engages students in oral and written language. She plans for students to listen, speak, read and write throughout lessons. She designs instructional programs and strategies that build on students' experiences and existing language skills, moving them toward becoming competent and effective users of language.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 2.2: Science

Candidates know, understand, and use fundamental concepts of physical, life, and earth/ space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

Score

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.)

Miss Feldman is knowledgeable about the major concepts and principles of science. She is able to engage students in science inquiry that involves asking questions, planning and conducting investigations, using appropriate tools and techniques to gather data, think critically and logically about scientific relationships and draw conclusions based on that knowledge.

ACEI Standard 2.3: Mathematics

Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections and representation.

Score

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.)

Ms Feldman teaches students to explore, make predictions and problem solve using mathematical symbols and be able to explain answers using mathematical language. She's able to teach students about measurement systems, including time, money, temperature, standard and non-standard measurements and fractions.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 2.4: Social Studies

Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Score

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.)

Ms Feldman understands that Social Studies may include a variety of themes and concepts, such as; socialization of different cultures, environmental influences on people, places or things, the meaning of specific holidays, social and physical health awareness, global, and community awareness.

ACEI Standard 2.5: The Arts

Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

Score

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.)

Ms Feldman is knowledgeable about how the Arts reaches accross the various content areas and how it enhances lessons through illustrations and artistic depictions of - holidays, drawing of mathematical symbols and creating science projects. She supports the Arts program and understands that active participation leads to competence and appreciation of the fine arts. Technology is used in the classroom to promote and support creativity.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 2.6: Health Education

Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

Score

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.)

Ms Feldman states that during their "Lifestyle Moment", the class discusses good eating habits, the importance of exercise, a positive mindset, and helping to care for others, as well as making healthy lifestyle choices.

ACEI Standard 2.7: Physical Education

Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Score

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.)

Ms Feldman states that students were given multiple movement breaks throughout the day which include dancing, and other physical activities. They engage habitat yoga, and super animal movement breaks to support physical fitness.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 3.1: Integrating and Applying Knowledge for Instruction

Score

Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community

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.)

Ms. Feldman plans and implements instruction that is meaningful and effective by engaging students in the learning process. She understands that activating prior knowledge, encouraging exploration, problem solving, and using a variety of resources by applying new skills to previously learned knowledge promotes successful learning.

ACEI Standard 3.2: Adaptation to Diverse Students

Score

Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

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.)

Ms. Feldman understands and is able to identify differences in approaches to learning and performance, including different lifestyles and ways students demonstrate learning. She works with professional support staff seeking assistance and guidance to address students' learning needs. She knows how to identify and design instruction appropriate to meet those student needs as recommended by the CT and support staff

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 3.3: Development of Critical Thinking and Problem Solving

Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

Score

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.)

Ms Feldman engaged students in the process of critical thinking and problem-solving during large group instruction, guided practice, independent activity, and small group instruction.

ACEI Standard 3.4: Active Engagement in Learning

Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

Score

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.)

Observed Ms Feldman using small group, think-pair-share, and individual activity to create a sense of community in which students assume responsibilities for themselves and others in the learning process. As a result, they learn to work collaboratively and independently while engaging in purposeful learning activities.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 3.5: Communication to Foster Collaboration

Score

Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

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.)

Ms. Feldman demonstrates her ability to engage students in discussion using effective communication techniques, such as asking questions to spark curiosity and stimulate discussion, asking higher order thinking questions to help students analyze the why and how, and using a sentence stem to help students develop thinking skills.

ACEI Standard 4: Assessment for Instruction

Score

Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

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.)

Ms. Feldman is knowledgeable about school district assessments, curriculum-based assessments and teacher designed assessments. She understands how to use the data to plan, evaluate, and strengthen instruction for the purpose of promoting continuous growth through effective lesson planning.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 5.1: Professional Growth, Reflection And Evaluation

Score

Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

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.)

Ms Feldman engages in reflective practice with her cooperating teacher using the feedback to broaden her knowledge of best practices in the field of education.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Elementary ESL: Teachers of English to Speakers of Other Languages (TESOL) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

Standard 1.a. Language as a System

Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Score

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.)

Standard 1.b. Language Acquisition and Development

Candidates understand and apply theories and research in language acquisition and development to support their ELLs English language and literacy learning and content-area achievement.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Elementary ESL: Teachers of English to Speakers of Other Languages (TESOL) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 2. Culture as It Affects Student Learning

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Score

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.)

Standard 3.a. Planning for Standards-Based ESL and Content Instruction

Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Score

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.)

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs access to the core curriculum by teaching language through academic content.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Elementary ESL: Teachers of English to Speakers of Other Languages (TESOL) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction

Score

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

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.)

Standard 4.a. Issues of Assessment for English Language Learners

Score

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

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.)

Standard 4.b. Language Proficiency Assessment

Score

Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Elementary ESL: Teachers of English to Speakers of Other Languages (TESOL) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 4.c. Classroom-Based Assessment for ESL

Score

Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

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.)

Standard 5.a. ESL Research and History

Score

Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

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.)

Standard 5.b. Professional Development, Partnerships, and Advocacy

Score

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

NASM Standard 6 a: General Studies

a. Candidates are expected to have the ability to think, speak, and write clearly and effectively.

Score

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.)

NASM Standard 6 a: General Studies

b. Candidates are expected to have an informed acquaintance with fields of study beyond music such as those in the arts and humanities, the natural and physical sciences, and the social sciences.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NASM Standard 6 a: General Studies

c. Candidates are expected to have a functional awareness of the differences and commonalities regarding work in artistic, scientific, and humanistic domains.

Score

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.)

NASM Standard 6 a: General Studies

d. Candidates are expected to have awareness that multiple disciplinary perspectives and techniques are available to consider all issues and responsibilities including, but not limited to, history, culture, moral and ethical issues, and decision-making

Score

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.)

Standard B 1: Common Body of Knowledge and Skills – Performance

Students must acquire:

a. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard B 1: Common Body of Knowledge and Skills – Performance

Score

Students must acquire:

b. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.

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.)

Standard B 1: Common Body of Knowledge and Skills – Performance

Score

Students must acquire:

c. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.

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.)

Standard B 1: Common Body of Knowledge and Skills – Performance

Score

Students must acquire:

d. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard B 1: Common Body of Knowledge and Skills – Performance

Score

Students must acquire: e. Keyboard competency.

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.)

Standard B 1: Common Body of Knowledge and Skills – Performance

Score

Students must acquire:

f. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

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.)

Standard B 2: Musicianship Skills and Analysis

Score

Students must acquire:

a. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard B 2: Musicianship Skills and Analysis

Score

Students must acquire:

b. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.

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.)

Standard B 2: Musicianship Skills and Analysis

Score

Students must acquire:

c. The ability to place music in historical, cultural, and stylistic contexts.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard B 3: Composition/Improvisation

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include, but are not limited to, the creation of original compositions or improvisations, variations, or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard B 4: History and Repertory

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization (see Standards III.L.).

Score

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.)

Standard B 5: Synthesis

While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

Standard 1: Professionalism

	Score
1.1 Prospective business teachers reflect on and continually evaluates the effects of his or her choices and actions on others and actively seeks out opportunities for personal and professional growth.	
1.2 Prospective business teachers care deeply about students, colleagues, the business education discipline, and the teaching profession.	
1.3 Prospective business teachers embrace teaching as lifelong learning to model best practices in instruction.	
1.4 Prospective business teachers participate actively in professional organizations at all levels and seeks opportunities to serve in leadership and advocacy roles.	
1.5 Prospective business teachers contribute to the well-being of the school, school district, and community.	
1.6 Prospective business teachers move beyond the boundaries of the classroom to assume responsibility as an advocate and promoter of the profession in the community, state, and nation.	
1.7 Prospective business teachers project a positive professional image that personifies the discipline itself and exemplifies the goals and ideals of the profession.	
1.8 Prospective business teachers base all interaction on principles of respect, fairness, and ethics.	
1.9 Prospective business teachers articulate the importance of professional standards in program development.	

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 2: Curriculum Development	Score
2.1 Prospective business teachers create curriculum that includes content related to education for and about business.	
2.2 Prospective business teachers create curriculum that reflect local, state, and national standards.	
2.3 Prospective business teachers create curriculum that consists of achievement standards, performance expectations, and assessment.	
2.4 Prospective business teachers create curriculum that consists of sequential integrated learning experiences.	
2.5 Prospective business teachers create curriculum that provides for delivery of content in a developmentally appropriate manner.	
2.6 Prospective business teachers create curriculum that includes the development of knowledge, skills and attitudes.	
2.7 Prospective business teachers create curriculum that encourages students to use reflective thinking, problem solving, and other higher level thinking skills.	
2.8 Prospective business teachers create curriculum that includes multidisciplinary approaches.	
2.9 Prospective business teachers create curriculum that serves the needs of diverse populations.	
2.10 Prospective business teachers create curriculum that enables students to make a transition from school to career.	
2.11 Prospective business teachers create curriculum that focuses on continuous quality education.	

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 3: Instruction	Score
3.1 Prospective business teachers use self-directed learning to help students gain access to knowledge, direct their own learning, and learn how to learn.	
3.2 Prospective business teachers employ a variety of instructional strategies to engage all students in the learning process.	
3.3 Prospective business teachers facilitate collaborative learning that may include students, teachers, business and community representatives, and others.	
3.4 Prospective business teachers demonstrate effective communication skills to facilitate learning.	
3.5 Prospective business teachers help all students realize their full potential.	
3.6 Prospective business teachers use a variety of media to enhance and expand learning opportunities.	

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 4: Assessment	Score
4.1 Prospective business teachers develop formative and summative assessments linked to achievement standards and performance expectations for learning.	
4.2 Prospective business teachers use multiple forms of assessment to obtain accurate measures of student progress including formal, informal and authentic measures.	

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 5: Classroom Environment	Score
5.1 Prospective business teachers establish and maintain a classroom environment based on rapport and respect.	
5.2 Prospective business teachers promote a culture for learning.	
5.3 Prospective business teachers develop and implement classroom procedures.	
5.4 Prospective business teachers manage student behavior.	
5.5 Prospective business teachers organize physical space.	

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman STUDENT NUMBER 20753094

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 6: Student Organizations	Score
6.1 Prospective business teachers support the student organization to provide an environment in which students grow professionally, personally, and socially.	
6.2 Prospective business teachers recognize that the student organization provides opportunities to involve the business and professional community in support of the goals of the business education program.	
6.3 Prospective business teachers recognize that the student-directed operation of the organization provides opportunities for personal growth and leadership development.	
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>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 7:

7.1 Prospective business teachers base all communication on principles of respect, fairness, and honesty, and understands that building relationships depends on these foundations.

7.2 Prospective business teachers exhibit an understanding of communication as a dynamic system of people, processes, cultures, media, and fluid boundaries in developing strategies.

7.3 Prospective business teachers demonstrate effective communication skills to facilitate learning.

7.4 Prospective business teachers incorporate quality standards in all forms of communication.

7.5 Prospective business teachers serve as an ambassador for business education with all stakeholders.

7.6 Prospective business teachers recognize that culture impacts business communication.

7.7 Prospective business teachers use a variety of media to enhance and expand communication opportunities.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 8:	Score
8.1 Prospective business teachers communicate effectively with all stakeholders by understanding communication as a dynamic system of people, cultures, and media.	
8.2 Prospective business teachers recognize that student achievement is a collaborative effort among a variety of stakeholders.	
8.3 Prospective business teachers build professional relationships with stakeholders to create a learning environment in which students move continuously and easily between school and community to facilitate the learning process.	
8.4 Prospective business teachers develop partnerships with members of the educational, business and other communities to improve programs, develop new programs, provide student access to learning to learning opportunities, and ensure a curriculum based on real world experiences.	
8.5 Prospective business teachers build professional relationships with all stakeholders based on trust, respect, ethical standards, and mutual benefits to earn commitment, dedicated involvement, visible advocacy, and financial support.	

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 9:	Score
9.1 Prospective business teachers assist students in adjusting to and functioning effectively in educational and business environments.	
9.2 Prospective business teachers help students discover their potential for intellectual, personal, social and emotional growth.	
9.3 Prospective business teachers help students make decisions regarding careers and career transitions.	
9.4 Prospective business teachers collaborate with student support services when appropriate.	

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman STUDENT NUMBER 20753094

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 10:	Score
10.1 Prospective business teachers study a broad range of business content areas including accounting, business law, career development, communication, computation, economics & personal finance, entrepreneurship, information technology, international business, management, marketing, and the interrelatedness of business functions.	
10.2 Prospective business teachers develop knowledge and competencies in written and oral communication: values, ethics, and social responsibilities; quantitative skills; contributions of all segments of society; human behavior, cultural differences; and a global perspective.	
10.3 Prospective business teachers demonstrate the knowledge and skills in educational foundations, teaching-learning theory, learning styles, exceptionalities, instructional strategies, assessment techniques, and field experiences to effectively teach business education.	
10.4 Prospective business teachers gain real life experience in the application of business knowledge and skills.	

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

English Placements: National Council of Teachers of English (NCTE) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
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NCTE Standard 1: English Language Arts (ELA) Candidate Program Structure

Score

Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.

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.)

NCTE Standard 2: ELA Candidate Attitudes

Score

Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

English Placements: National Council of Teachers of English (NCTE) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTE Standard 3: ELA Candidate Knowledge

Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

Score

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.)

NCTE Standard 4: ELA Candidate Pedagogy

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

History Placements: National Council for the Social Studies (NCSS) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
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NCSS Theme 1: Culture and Cultural Diversity

Score

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

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.)

NCSS Theme 2: Time, Continuity, and Change

Score

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

History Placements: National Council for the Social Studies (NCSS) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCSS Theme 3: People, Places, and Environments

Score

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environments.

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.)

NCSS Theme 4: Individual Development and Identity

Score

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

History Placements: National Council for the Social Studies (NCSS) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCSS Theme 5: Individuals, Groups, and Institutions

Score

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among individuals, groups, and institutions.

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.)

NCSS Theme 6: Power, Authority, and Governance

Score

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority, and governance.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

History Placements: National Council for the Social Studies (NCSS) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCSS Theme 7: Production, Distribution, and Consumption

Score

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the production, distribution, and consumption of goods and services.

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.)

NCSS Theme 8: Science, Technology, and Society

Score

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

History Placements: National Council for the Social Studies (NCSS) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCSS Theme 9: Global Connections

Social studies teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of global connections and interdependence.

Score

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.)

NCSS Theme 10: Civic Ideals and Practices

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

NCTM Standard 1: Knowledge of Mathematical Problem Solving

Score

Candidates know, understand, and apply the process of mathematical problem solving.

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.)

NCTM Standard 2: Knowledge of Reasoning and Proof

Score

Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTM Standard 3: Knowledge of Mathematical Communication

Score

Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others.

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.)

NCTM Standard 4: Knowledge of Mathematical Connections

Score

Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTM Standard 5: Knowledge of Mathematical Representation

Score

Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.

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.)

NCTM Standard 6: Knowledge of Technology

Score

Candidates embrace technology as an essential tool for teaching and learning mathematics.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTM Standard 7: Dispositions

Score

Candidates support a positive disposition toward mathematical processes and mathematical learning.

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.)

NCTM Standard 8: Knowledge of Mathematics Pedagogy

Score

Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTM Standard 9: Knowledge of Number and Operation

Score

Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing numbers, relationships among number and number systems, and meanings of operations.

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.)

NCTM Standard 10: Knowledge of Different Perspectives on Algebra

Score

Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.

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.)

NCTM Standard 11: Knowledge of Geometries

Score

Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTM Standard 12: Knowledge of Calculus	Score
Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in the techniques and application of the calculus.	
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>	
NCTM Standard 13: Knowledge of Discrete Mathematics	Score
Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.	
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>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTM Standard 14: Knowledge of Data Analysis, Statistics, and Probability

Score

Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.

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.)

NCTM Standard 15: Knowledge of Measurement

Score

Candidates apply and use measurement concepts and tools.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Physical Education Placements: Society of Health and Physical Educators (SHAPE) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
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There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

SHAPE: Standard 1

Score

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

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.)

SHAPE: Standard 2

Score

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Physical Education Placements: Society of Health and Physical Educators (SHAPE) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

SHAPE: Standard 3

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Score

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.)

SHAPE: Standard 4

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Score

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.)

SHAPE: Standard 5

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Science Placements: National Science Teachers Association (NSTA) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
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NSTA Standard 1: Content

Score

Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations.

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.)

NSTA Standard 2: Nature of Science

Score

Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Science Placements: National Science Teachers Association (NSTA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NSTA Standard 3: Inquiry	Score
Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences.	
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>	
NSTA Standard 4: Issues	Score
Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values.	
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>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Science Placements: National Science Teachers Association (NSTA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NSTA Standard 5: General Skills of Teaching

Score

Teachers of science create a community of diverse learners who construct meaning from their science experience and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies.

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.)

NSTA Standard 6: Curriculum

Score

Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching.

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Science Placements: National Science Teachers Association (NSTA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NSTA Standard 7: Science in the Community

Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues.

Score

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.)

NSTA Standard 8: Assessment

Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievement of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Science Placements: National Science Teachers Association (NSTA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NSTA Standard 9: Safety and Welfare

Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field.

Score

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.)

NSTA Standard 10: Professional Growth

Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Theatre Placements: National Association of Schools of Theatre (NAST) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
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NAST Item 2a:

An understanding of child development and the identification and understanding of psychological principles of learning as these relate to theatre education.

Score

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.)

NAST Item 2b:

An understanding of the philosophical and social foundation underlying theatre in education and the ability to express a rationale for personal attitudes and beliefs.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Theatre Placements: National Association of Schools of Theatre (NAST) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NAST Item 2c:

An ability to assess aptitudes, experiential backgrounds, skills, and interests of individuals and groups of pupils, to devise learning experiences to meet assessed needs, and to manage classrooms and rehearsals effectively.

Score

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.)

NAST Item 2d:

Knowledge of current methods and materials available in all fields and levels of theatre education.

Score

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.)

NAST Item 2e:

An understanding of the principles and methods of developing curricula and the short- and long-term units that comprises them.

Score

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.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman

STUDENT NUMBER 20753094

Theatre Placements: National Association of Schools of Theatre (NAST) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NAST Item 2f:	Score
An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and in the objectives and procedures of the curriculum.	
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>	
NAST Item 2g:	Score
An awareness of the need for continuing study, self-evaluation, and professional growth.	
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>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Stephanie Feldman STUDENT NUMBER 20753094

INSTRUCTIONS

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

Total Scored Percentage:

100.00%

POINTS 150

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

Jean Stewart esigned on Wednesday, December 4, 2024 8:37 PM

SCORING SUMMARY

GCU Professional Dispositions of Learners
Score

InTASC Standards
Score

Specialized Professional Association Standards
Score

100.00%

100.00%

100.00%



Clinical Practice Time Log
15 Week Course
70 minimum days required

STUDENT NAME (Last, First, Middle): <u>FEELDMAN STEPHANIE</u>		STUDENT ID:		PROGRAM OF STUDY: <u>ELEMENTARY EDUCATION / K-6 CERT</u>														
COOPERATING TEACHER/MENTOR NAME: <u>SHANNON CRAUFORD</u>		SCHOOL: <u>SAINT JOSEPH REGIONAL SCHOOL</u>		GRADE: <u>2ND GRADE</u>														
PLACEMENT START DATE: <u>9/3/24</u>		COURSE START DATE: <u>9/5/24</u>		GCU FACULTY SUPERVISOR NAME: <u>JEAN STENGT</u>														
COOPERATING TEACHER CONTRACTED HOURS (i.e. 8:00 am - 3:00 pm): 1 Full Contracted Day = 7.5 hours																		
7:30 AM to: 3:00 PM																		
KEY	WEEKS	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
X = Full Day Attendance in the placement following Cooperating Teacher contracted hours listed above.	Dates	9/2 - 9/9	9/9 - 9/13	9/16 - 9/20	9/23 - 9/27	9/30 - 10/4	10/7 - 10/11	10/14 - 10/18	10/21 - 10/25	10/28 - 11/1	11/4 - 11/8	11/11 - 11/15	11/18 - 11/22	11/25 - 12/2	12/2 - 12/9	12/9 - 12/16	12/16 - 12/20	
PD = Partial Day* Include number of hours completed for the day. (i.e. PD 3).	Monday																	
IW = Inclement Weather*	Tuesday	DH	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
DH = District Holiday*	Wednesday	PD 4.5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
IL = Illness*	Thursday	PD 4.5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
O = Other*	Friday	PD 4.5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
*Missed time/days must be made up	Days completed	4	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	
Cooperating Teacher Initials		(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	

Total Number of Days Completed: 72

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: Shannon Crauford Signature: [Signature] Date: 10/10/24

Teacher Candidate Name: Stephanie Feeldman Signature: [Signature] Date: 11/13/24

GCU Faculty Supervisor Name: Jean Stengt Signature: [Signature] Date: 11/14/24

The GCU Faculty Supervisor will not submit Clinical Practice Evaluation #4 until the time requirement has been met.