

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

FOR COURSE INSTRUCTORS ONLY:

**EVALUATION 3 TOTAL
POINTS**

147.6

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Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

No Evidence <i>(The GCU Faculty Supervisor should create a plan with the Teacher Candidate to determine how the Teacher Candidate will meet this standard in future evaluations)</i>	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>
No Evidence	0 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.

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Standard 1: Student Development	Score	No Evidence
1.1 Teacher candidates create developmentally appropriate instruction that takes into account individual students' strengths, interests, and needs and enables each student to advance and accelerate his or her learning.	100	
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. Grade 2 lesson – ELA – meaning sounds for “ed ending “ed/t” and “ed/d” (changing verbs to past tense). Ms Feldman used a variety of modalities to teach the lesson. Visual - showed video clip, “Time Travel” to introduce lesson. Auditory - direct instruction and student - teacher engagement. Kinesthetic- students were able to make connections to the meaning of the verbs by acting them out. Tactile - students engaged in hands -on and active movement activities. 1.2. Miss Feldman will participate in parent conferences and other activities permitted by the school district.		

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Standard 2: Learning Differences	Score	No Evidence
2.1 Teacher candidates design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.	100	
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 The CT indicated that Ms. Feldman designed activities to support the lesson's objective. Students enjoyed the activities, the lesson was student centered, and engaging, students fully immersed in the activities. 2.2 This lesson provided opportunities for students to listen, speak, read and write throughout the lesson. The activities were structured to include all students of different learning styles and levels. 2.3. Miss Feldman accesses a variety of educational resources to support instruction to actively engage students in the learning process. Activities included videos, games, manipulatives, and movement to support students based on their level of learning needs. Mrs. Feldman states that professional school personnel support the Regular Ed teacher to meet students' learning needs.		

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Standard 3: Learning Environments	Score	No Evidence
3.1 Teacher candidates manage the learning environment to actively and equitably engage students by organizing, allocating, and coordinating the resources of time, space, and students' attention.	90	☐
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. Time allotment for lesson's objective and application of knowledge across content areas should have been included in learning new information. Time set aside for Independent activity could have been shortened to allow for closure/assessment at the end of the lesson. Suggest designating adequate time to actively engaged students in all aspects of the learning process; such as teaching to the objective, independent practice and closure. In other words, be more aware of time and resources dedicated for learning activities, such as; direct instruction, guided practice - individual student activity and closure assessment. 3.2. Mrs. Feldman provides opportunities for students to share opinions, personal views, and ideas. Each student feels comfortable in and sharing Ms Feldman facilitates acceptance of differing perspectives among students and teaches tolerance of individual differences.		

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Standard 4: Content Knowledge	Score	No Evidence
4.1 Teacher candidates stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students' experiences.	100	☐
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 Good anticipatory set to introduce today's lesson. Students were able to apply prior knowledge to newly acquired information and skills to show understanding of lesson's objective. 4.2. Miss Feldman selected appropriate supplementary instructional resources, accessibility, and relevance of information for all students. Each student was engaged in all activities that supported the objective of the lesson 4.3. Miss Feldman created and developed activities that provided students with opportunities to learn, practice, and master academic language that demonstrated an understanding of lesson's content.		

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Standard 5: Application of Content	Score	No Evidence
5.1 Teacher candidates engage students in applying content knowledge to real-world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	90	
5.2 Teacher candidates facilitate students' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	90	
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. Suggest that Miss Feldman continue to find ways to engage students in applying content knowledge to real world problems by connecting newly acquired knowledge to other content areas. For example, use topics such as, Science - (Weather, seasons), Math; etc. selecting specific verbs that students can use to describe actions related to that specific topic. For example: "Let's use a verb that describes the weather": It rained last night; The street was flooded; We dressed for the cold weather; etc.. I'd like to see more content to balance out independent practice. Considerable amount of time spent on hands on activities and less on content knowledge. 5.2 Develop ways to facilitate students' ability to develop social and cultural perspectives that expand their understanding of societal issues and how they can use information to solving problems using the vocabulary. Suggest that maybe you could give students a topic where they could write three sentences about a social issue, using words in past tense. " we cleaned the streets.;"		

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Standard 6: Assessment	Score	No Evidence
6.1 Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.	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 the CT reports that Ms. Feldman takes the initiative to create assessments and activities that align directly to learning objective. She uses these assessments and activities as a way to determine students understanding of the content being taught. 6.2. The CT states that she and Ms. Feldman work together to develop lesson plans based on results of assessments. They also use the results of the assessments to discuss individual students, the class as a whole, and to look at and compare grade level data with colleagues and other staff to analyze learning as a way to guide planning. 6.3. The CT reports that second grade students participate in standardized testing, and are familiarized with the testing format. Tests accommodations are provided for students with disabilities as stated on their IEP's. Modifications of testing conditions are provided for those students who are identified as needing special accommodations.		

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Standard 7: Planning for Instruction	Score	No Evidence
7.1 Teacher candidates plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students.	100	
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. Ms. Feldman demonstrates that she has an understanding of how to plan individual and group goals based on students' ability. This is also reflected in her lesson plans. She chooses strategies, accommodations, resources, and materials to help each student be successful in meeting their individual learning goals. 7.2. Miss Feldman designs lessons that build upon previous learning, guiding students to master skills and concepts of the lesson. This is also outlined in her lesson plan. Observed her sequencing activities appropriately within the lesson. 7.3. Miss Feldman is able to analyze formative and summative data in planning for instruction. Her lessons are planned to address student interest, movement and activities to that are student centered.		

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Standard 8: Instructional Strategies	Score	No Evidence
8.1 Teacher candidates vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content, purpose of instruction, and student needs	100	
8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	95	
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).	95	
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 does an outstanding job of transitioning between the various roles of the instructional process. As an instructor, she teaches skills and expectations within the lesson. She understands the role of facilitating and guiding students to meet the lesson's objective during group and independent work. She demonstrates her ability to coach students as they practice new skills, offering feedback to support their learning. She appropriately observes students practicing, and interacting with other students during their learning activities, yet interjecting and being available to students when there are questions or they need to share. 8.2. Miss Feldman provided extended independent practice activities for students ,giving them opportunities to practice using verbs in the past tense. A majority of the class time was spent on independent practice. Needed to build in time for closure/assessment. 8.3. Miss Feldman uses anticipatory set at the beginning of the class to spark curiosity. She poses questions to guide students to find answers to specific questions. She uses age-appropriate language when asking questions.		

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Standard 9: Professional Learning and Ethical Practice	Score	No Evidence
9.1 Independently and in collaboration with colleagues, teacher candidates use a variety of data (e.g., systematic observation, information about students, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	100	☐
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. Miss Feldman is adept and using informative and summative assessment data to drive instruction, she and the CT work collaboratively to ensure that the instructional goals meets students' learning needs. 9.2. Miss Feldman meets regularly with the cooperating teacher seeking answers to questions, getting feedback, and guidance to gain knowledge about the teaching and learning process		

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Standard 10: Leadership and Collaboration	Score	No Evidence
10.1 Teacher candidates use technological tools and a variety of communication strategies to build local and global learning communities that engage students, families, and colleagues.	100	
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. Miss Feldman is very knowledgeable about the use of technology and a variety of communication strategies that engage students in the learning process. The CT is very complimentary of Mrs. Feldman's ability to use data effectively to plan for learning. 10.2. Miss Feldman has established a very good rapport with students and with professional staff. She reports that Stephanie meets with colleagues regularly to collaborate on instruction and participates in school wide professional development.		

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INSTRUCTIONS

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

Total Scored Percentage:

98.40%

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 Monday, November 4, 2024 10:23 AM