GRAND CANYON
UNIVERSITY™

CLINICAL PRACTICE EVALUATION 3

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME___Jacquelyn Sarowatz_____ STUDENT NUMBER___20523826_____

PROGRAM: _____Master of Education in Elementary Education_____

COURSE: _____ELM-590_____ **START DATE**: ___1/9/2020_____ **END DATE**: ___4/22/2020_____

COOPERATING SCHOOL NAME: _____Avon Intermediate School West_____

SCHOOL STATE: _____Indiana_____

COOPERATING TEACHER/MENTOR NAME: _____Caitlin Carnes_____

GCU FACULTY SUPERVISOR NAME: _____Kathleen Dowell_____

FOR COURSE INSTRUCTORS ONLY:		
EVALUATION 3 TOTAL POINTS	139.32 points	92.88 %

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Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide					
No Evidence *(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)*	**Ineffective** *(Teacher Candidates within this range require a Professional Growth Plan)*	**Foundational** *(Teacher Candidates within this range require a Professional Growth Plan)*	**Emerging** *(Teacher Candidates within this range may benefit from a Professional Growth Plan)*	**Proficient** *(Target level for Teacher Candidates)*	**Distinguished** *(Usually reserved for master Teacher Candidates)*
No Evidence	**1 to 49**	**50 to 69**	**70 to 79**	**80 to 92**	**93 to 100**
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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.	91	
1.2 Teacher candidates collaborate with families, communities, colleagues, and other professionals to promote student growth and development.	91	
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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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.	93	
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.	93	
2.3 Teacher candidates access resources, supports, specialized assistance and services to meet particular learning differences or needs.	93	
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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.	93	
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.	93	
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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.	92	
4.2 Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students.	93	
4.3 Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area.	92	
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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).	93	
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.	93	

Evidence
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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.	92	
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.	92	
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.	92	
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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.	93	
7.2 Teacher candidates develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.	93	
7.3 Teacher candidates plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest.	93	
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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	93	
8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	93	
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).	93	
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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.	94	
9.2 Teacher candidates actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	94	
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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.	95	
10.2 Teacher candidates advocate to meet the needs of students, to strengthen the learning environment, and to enact system change.	95	
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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:	**92.88 %**
ATTACHMENTS	
Attachment 1: (Optional)	
Attachment 2: (Optional)	

AGREEMENT AND SIGNATURE

This evaluation reflects the results of a collaborative conference including feedback from the Cooperating / Mentor Teacher. The GCU Faculty Supervisor and Cooperating /Mentor Teacher should collaboratively review the performance in each category prior to the evaluation meeting.

I attest this submission is accurate, true, and in compliance with GCU policy guidelines, to the best of my ability to do so.

GCU Faculty Supervisor E-Signature	*Kathleen A. Dowell, EdD* Kathleen A. Dowell, EdD (Apr 8, 2020)	**Date**	Apr 8, 2020