

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Michael Arndt STUDENT NUMBER 20963277

PROGRAM: Master of Education in Secondary Education

COURSE: SEC-590 START DATE: 8/24/2023 END DATE: 12/6/2023

COOPERATING SCHOOL NAME: Amos Alonzo Stagg High School

SCHOOL STATE: Illinois

COOPERATING TEACHER/MENTOR NAME: Maggie Smith

GCU FACULTY SUPERVISOR NAME: Vincent Harris

FOR COURSE INSTRUCTORS ONLY:	
EVALUATION 2S TOTAL POINTS	90.27

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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.	90	☐
1.2 Teacher candidates collaborate with families, communities, colleagues, and other professionals to promote student growth and development.	91	☐
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 Mr. Arndt presented a lesson where the topic centered on the Gettysburg Address and the subsequent effects it had on American citizens. The lesson helped his 11th-grade students analyze how history influenced people's perspectives during that time. Mr. Arndt's students were attentive and interested in what he presented. 1.2 Mr. Arndt has developed a good working relationship with his CT (Ms. Smith). During our post-conference chats, she has shared how he is making significant growth in his daily interactions with students. Mr. Arndt expressed how he relies on his CT to help move his practice forward.		

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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.	92	☐
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.	91	☐
2.3 Teacher candidates access resources, supports, specialized assistance and services to meet particular learning differences or 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.)

2.1
Mr. Arndt's lesson used modern technology, where his students were required to create Instagram posts using the Gettysburg Address. He was able to draw a parallel using modern social media with historical context. Mr. Arndt used the opportunity to reach his students creatively.

2.2
Mr. Arndt promoted the use of vocabulary words to his students. More specifically, when students read a segment of the address, they uncovered new terms. Mr. Arndt's students could interpret the terms through his explanation and gain an understanding through contextual clues.

2.3
N/A

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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.	85	☐
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.	82	☐
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 Mr. Arndt has made substantial progress in managing his class. He has taken advice to get his students more involved in the lesson. Students were more participative by reading more and answering questions when being called on. Mr. Arndt is more focused on managing his time, too. 3.2 Mr. Arndt continues to gain the respect of his students. However, when students become off-task, he should use a signal to regain their attention. I have asked his CT to help him develop means to recover students' attention when they become too talkative.		

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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.	90	
4.2 Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students.	91	
4.3 Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area.	87	
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 Mr. Arndt promoted the knowledge of using the Gettysburg Address for students to understand its historical implications. It was apparent his students understood the concept because they worked in their groups with minimal questions asked. Mr. Arndt coordinates learning content with instructional objectives. 4.2 Mr. Arndt's students used Chromebooks as instructional reinforcement during his lesson. Mr. Arndt accesses a rich repertoire of instructional practices, strategies, and resources and applies them appropriately. 4.3 Ms. Arndt's lesson shifted through different exercises, allowing his students to expand their understanding of the terms. His students were able to practice and learn throughout the class.		

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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).	92	☐
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 Mr. Arndt's students made Instagram posts using the Gettysburg Address. His students transitioned into groups and developed the posts together. The activity was innovative, using the social media platform as a tool for his students to share. 5.2 Mr. Arndt explained how the Gettysburg Address delivery was given during a critical time in history and its impact on later social events. His students' creation of Instagram posts allowed them to use a historical artifact using current delivery methods. Mr. Arndt's students were interested in using the method while learning historical facts.		

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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.	91	☐
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.		☒
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.	91	☐
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 Mr. Arndt uses multiple methods to systematically gather data about student understanding and ability, including service learning authentic and performance assessments. 6.2 N/A 6.3 Mr. Arndt ses student work/data, observations of instruction, assignments, and collaboration with colleagues to reflect on and improve social studies teaching practice.		

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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.	91	
7.2 Teacher candidates develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.	92	
7.3 Teacher candidates plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest.	92	
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 Mr. Arndt designs learning opportunities that allow students to participate in empowering activities. They understand that learning is a process and mistakes are a natural part of learning.		
7.2 Mr. Arndt's lesson was appropriate for his students in his U.S. history class. He creates learning opportunities where most students can experience success.		
7.3 Mr. Arndt uses formative assessments for planning future instruction and for helping students drive their learning. Mr. Arndt interjects various skills during various points as he reinforces different points to his students.		

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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	91	☐
8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	92	☐
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).	92	☐
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 Mr. Arndt facilitated his instruction by explaining to his students exactly how he wanted them to work during the in-class activity. He had his students observe him while demonstrating each task in front of the class.		
8.2 Mr. Arndt used differentiated instruction in the structure of his lesson design. Also, he incorporates forms of technology to supplement his instruction.		
8.3 Mr. Arndt asked higher-order questions that led to positive in-class discourse. It was evident that his students could answer the questions. As students converse about the lesson topic, Mr. Arndt should find ways to have students talk between themselves.		

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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.		✓
9.2 Teacher candidates actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	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.)		
9.1 N/A 9.2 Mr. Arndt works to establish and maintain a culture of mutual trust and respect in his classroom. He acts with honesty and integrity in all aspects of his clinical experience.		

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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.		✓
10.2 Teacher candidates advocate to meet the needs of students, to strengthen the learning environment, and to enact system change.	91	
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 NA 10.2 Mr. Arndt attempts to impart effective change in his students' lives. He provides his students with reasonable US history facts they can grasp and helps them to make informed decisions as they grow older.		

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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.	91	☐
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>		
Mr. Arndt is working toward mastering the InTasc standards GCU has provided. His students are making gainful progress in working toward school and state goals.		

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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:

90.27%

ATTACHMENTS

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

Vincent Harris esigned on Thursday, November 16, 2023 8:41 AM

Clinical Practice Time Log
15 Week Course
70 minimum days required



STUDENT NAME (Last, First, Middle): <u>Arndt, Michael John</u>		STUDENT ID: <u>20963277</u>		PROGRAM OF STUDY: <u>Master of Secondary Ed: Humanities</u>														
COOPERATING TEACHER/MENTOR NAME: <u>Mike S. S. S.</u>		SCHOOL: <u>H. S. S. School</u>		GRADE: <u>11</u>														
PLACEMENT START DATE: <u>24 Aug 2023</u>		COURSE START DATE: <u>Aug 21, 2023</u>		GCU FACULTY SUPERVISOR NAME: <u>Dr. Vincent Harris</u>														
COOPERATING TEACHER CONTRACTED HOURS (i.e. 8:00 am - 3:00 pm): <u>7:45 am - 3:15 pm</u>																		
1 Full Contracted Day = <u>7.5</u> hours																		
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	Aug 24-30	Aug 31-Sep 6	Sep 7-13	Sep 14-20	Sep 21-27	Sep 28-Oct 4	Oct 5-11	Oct 12-18	Oct 19-25	Oct 26-Nov 1	Nov 2-8	Nov 9-15					
PD = Partial Day* Include number of hours completed for the day. (i.e. PD 3).	Monday	X	OH	X	X	X	X	OH	X	X	X	X	X					
IW = Inclement Weather*	Tuesday	X	X	X	X	X	X	X	X	X	X	X	X					
DH = District Holiday*	Wednesday	X	X	X	X	X	X	X	X	X	X	X	X					
IL = Illness*	Thursday	X	X	X	X	X	X	X	X	X	X	X	X					
O = Other*	Friday	X	X	X	X	X	X	X	X	X	X	X	X					
*Missed time/days must be made up	Days completed	5	4	5	5	5	5	4	5	5	5	5	5					
	Cooperating Teacher Initials	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS					

Total Number of Days Completed:

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: _____ Signature: _____ Date: _____

Teacher Candidate Name: _____ Signature: _____ Date: _____

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

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