

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 3 TOTAL
POINTS

134.28

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Michael Arndt STUDENT NUMBER 20963277

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.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Michael Arndt STUDENT NUMBER 20963277

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 taught a US History/Civil Rights lesson to his students. The foundation of the lesson was taken from excerpts using the "I Have a Dream" speech. His students compared aspects within the speech. Mr. Arndt's students shared what they knew and understood about Civil Rights.		
1.2 Mr. Arndt maintains a good working relationship with his cooperating teacher (Ms. Smith) . Mr. Arndt communicates with his student's parents to inform them about their child's progress.		

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Michael Arndt

STUDENT NUMBER 20963277

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.	90	
2.2 Teacher candidates incorporate language development tools into planning and instruction, including strategies for making content accessible to English language students and for evaluating and supporting their development of English proficiency.	90	
2.3 Teacher candidates access resources, supports, specialized assistance and services to meet particular learning differences or needs.	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>		
2.1 Mr. Arndt uses various effective instructional strategies and resources based on individual student needs that promote student growth and independence. His instruction is planned to include different teaching methods and additional materials to meet students' needs.		
2.2 Mr. Arndt's instructional language is consistent, He included several vocabulary terms in his lesson that were foundational to his instruction. Mr. Arndt supported his students' understanding by incorporating terms into the class.		
2.3 Mr. Arndt consistently develops plans based on evidence-based practices. However, he should use action verbs when he sets lesson objectives. Mr. Arndt said he would include the verbs for his fourth and last evaluation.		

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Michael Arndt STUDENT NUMBER 20963277

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.		☒
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 is still improving in his classroom management. Mr. Arndt did manage his instruction well; however, his tudents were somewhat chatty, which detracted from his lesson's focus at different points. His CT offered good advice by providing an excellent example of how he could manage students when he experiences this kind of classroom disruption.		
3.2 N/A		

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Michael Arndt

STUDENT NUMBER 20963277

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.	91	☐
4.2 Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students.	90	☐
4.3 Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area.	88	☐
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 consistently addresses student needs by implementing a curriculum aligned with state standards, is socially relevant, and will support student growth.		
4.2 Mr. Arndt incorporated technology into his lesson by having students use Chromebooks. This process helped to get the students engaged.		
4.3 Mr. Arndt's students are consistently working on assigned tasks without excessive breaks. However, he is reminded to be conscious of his lesson pacing. His assigned tasks are appropriate for students' instructional levels. Mr. Arndt's Instruction is planned to include different teaching methods and additional materials to meet students' needs.		

COLLEGE OF EDUCATION

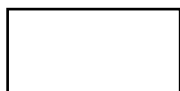
TEACHER CANDIDATE NAME Michael Arndt STUDENT NUMBER 20963277

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.	89	☐
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 facilitates students the social studies content knowledge, skills, and dispositions essential for understanding, appreciation, and real-world application and communication.		
5.2 Mr. Arndt allowed his students to share ideas between themselves. The students discussed what they understood about Civil Rights to help strengthen each others understanding. Mr. Arndt consistently provides relevant instruction with high student growth expectations.		

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Michael Arndt

STUDENT NUMBER 20963277

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.		
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.	89	

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.)

6.1

N/A

6.2

N/A

6.3

Mr. Arndt assessed his students by checking for understanding during the lesson. He would check for clarity by checking in with random students to see if they were grasping the activity. Periodically, Mr. Arndt would look at each of the student's work to see if they were grasping the content.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Michael Arndt STUDENT NUMBER 20963277

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.	87	
7.2 Teacher candidates develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.	90	
7.3 Teacher candidates plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest.		☒
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's lesson plan must state a clear objectives that use a precise action verbs. However, his lesson plan included scaffolding techniques that helped students understand the Social Studies concepts clearly. Ms. Arndt's lesson plan provides regular opportunities to accommodate individual student needs.		
7.2 Mr. Arnd provides appropriate time for student work, student reflection, and lesson and unit closure. He provided opportunities for students to work by themselves and also with partners.		

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Michael Arndt STUDENT NUMBER 20963277

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	90	
8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	90	
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).	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>		
8.1 Mr. Arndt interchangeably adjusted his teaching methods to meet his students where they were. He began with whole-class instruction, then focused on coaching students as they worked on their in-class assignment. Mr. Arndt strives to meet the needs of each of his students. 8.2 Mr. Arndt's technological skills are suitable for the classroom setting. He incorporates elements of technology to enhance and support what he is teaching. 8.3 Mr. Arndt requires students to explore and reason about Social Science concepts. He asks questions and identifies ideas to guide problem-solving and enhance student learning. Mr. Arndt provides strategies for students to express their thoughts.		

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Michael Arndt STUDENT NUMBER 20963277

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.	91	☐
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 <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 Mr. Arndt has established a good working relationship with his cooperating teacher. They use educational practices to help their students reach Social Science goals. Mr. Arndt's CT (Smith) assists him with implementing effective teaching strategies to meet the needs of their students. 9.2 Mr. Arndt seeks to improve upon his daily teaching practices. He asks questions concerning his execution about how effective he is in teaching students.		

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Michael Arndt STUDENT NUMBER 20963277

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.	90	
10.2 Teacher candidates advocate to meet the needs of students, to strengthen the learning environment, and to enact system change.	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>		
10.1 - Mr. Arndt communicates with his students' parents often. He informs them about how their children are improving academically on their various learning projects. 10.2 - Mr. Arndt is continuing to develop as a student teacher. Moreover, he continues to equip his students with essential skills that will help them as they learn critical Social Science skills. Mr. Arndt finds the necessary resources to ensure student success.		

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Michael Arndt STUDENT NUMBER 20963277

INSTRUCTIONS

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

Total Scored Percentage:

89.52%

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 Monday, December 4, 2023 4:14 PM