

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

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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.	91
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>	
Mr. Arndt has shown exceptional growth as a student-teacher. He provides his students with challenging lessons to understand the content while mastering the tasks. Mr. Arndt acknowledges his students' work by giving verbal praise and expressively stating how well they are doing.	

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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.	90
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>	
Mr. Arndt's classroom encompasses students with varying learning abilities. He prepares lessons with identifiable learning objectives for students to meet.	

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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.	91
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>	
Mr. Arndt exhibited fairness while interacting with students in his class. His goal was clearly to work with each of her students equitably. Mr. Arndt is fervent in his actions by focusing on the success of each of his students.	

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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.	91
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>	
Mr. Arndt developed a sustainable working relationship with his cooperating teacher, Ms. Smith. During our post-conferences, his CT commended his preparedness when approaching each lesson daily. Mr. Arndt presents himself as an authority figure while working with 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.	92
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>	
Mr. Arndt can articulate areas of strength and how to improve his teaching. After expressing himself in our conferences, Mr. Arndt showed noticeable improvement in his subsequent evaluations. Mr. Arndt can describe how effectively he managed each situation and articulate changes he would make in the future.	

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Curiosity	Score
Teacher candidates should promote and support curiosity and encourage active inquiry.	91
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>	
Mr. Arndt offered students many opportunities to answer questions throughout his lesson. As students responded to questions, he improved upon providing sufficient wait time for students to gather their thoughts.	

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Honesty	Score
Teacher candidates should model integrity by their words and actions.	91
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.)	
Mr. Arndt presented himself well during his student teaching experience. His lessons contained factual information that students would use throughout their lives. Mr. Arndt demonstrated good teaching qualities during his instruction of students.	

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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.	90
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>	
Mr. Arndt sincerely desires to see students' educational development. It was clear he wanted to see each of her students succeed.	

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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.	90
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>	
Mr. Arndt understands his role as an instructional leader. He informs his students by affording them with learning opportunities to transfer in and out of the classroom.	

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Dedication	Score
Teacher candidates should be committed to the profession of teaching and learning.	91
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>	
Mr. Arndt shows his commitment to teaching by continuously improving his teaching ability. After each lesson, he confers with his cooperating teacher to develop teaching strategies to help his practice. Mr. Arndt has evolved as an instructor and works hard to improve his skills.	

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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.	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 creates lessons that include informative US history concepts that students will use in their educational careers. His classes are relatable and exploratory, where students' interests are used to help them gain a greater understanding of US history. 1.2 Mr. Arndt communicates with his cooperating teacher about student growth. He designs lessons that address the student's abilities to support their advancement. Mr. Arndt has participated in parent-teacher conferences to inform parents about their child's progress.	

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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.	91
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.	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>	
2.1 Mr. Arndt developed lessons with knowledge of the students' levels and abilities. He understands his students' capabilities and challenges them to work to their fullest potential. Mr. Arndt presented various opportunities for students to express themselves in written and verbal form. 2.2 Mr. Arndt structures his lessons to check for understanding at various points. Additionally, he provides differentiated instruction that allows students to apply analytical skills. 2.3 Mr. Arndt creates lessons to adapt to the needs of his students. His students have various learning needs, and he perseveres to help guide them as he instructs. Mr. Arndt strives to keep his students actively involved in each lesson.	

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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.	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.	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>	
3.1 Mr. Arndt's classroom management has improved. Mr. Arndt initiates classroom discourse that helps his students express themselves while offering credible information to their classmates. 3.2 Mr. Arndt creates an appropriate learning atmosphere for the students he serves. He reflects on the information he understands about his students to ensure she is as academically supportive as possible.	

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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.	90
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.	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>	
4.1 Mr. Arndt designs and implements standards-based lessons using state standards. He uses and promotes the understanding of appropriate US History content. Mr. Arndt provides essential support for students who are struggling.	
4.2 Mr. Arndt used different forms of technology to aid in his instruction. He is adept at using technology as a supplemental resource.	
4.3 Mr. Arndt understands the skills and concepts related to US History content. He allowed his students to work on assignments classroom Chromebooks.	

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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).	91
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.	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>	
5.1 Mr. Arndt provides essential support for students struggling with the social studies content. He Provides a clear and accurate examination of the past, present, and future social world and human achievements and failures. 5.2 Mr. Arndt facilitates discourse among students to build a shared understanding of US history concepts by analyzing and comparing students' approaches and arguments. During classroom activities, he encouraged his students to converse with each other as they collaboratively arrived at the answers.	

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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.	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.	91
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
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 designed and administered assessments that matched the district's curriculum and offered students the opportunity to demonstrate their mastery of each unit's topic and learning objectives. 6.2: Mr. Arndt worked one-on-one with his cooperating teacher to learn and understand how to evaluate assessments and provide appropriate and accurate student feedback. Mr. Arndt took the time to provide detailed feedback and offered opportunities for students to reflect on their graded assessments. He analyzed his students' progress and planned accordingly based on the student's understanding and skill sets. 6.3: Mr. Arndt did a great job preparing students for all assessments. Through class activities and formative assessments, the students could connect their learning to the unit's learning objectives and apply their knowledge to summative assessments. Mr. Arndt provided students with many resources, reviews, and study guides to help students feel prepared for assessments. He worked closely with his special education co-teacher to ensure the needs of students were met.	

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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.	91
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.	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>	
7.1 Mr. Arndt integrates strategies within his lesson to accomplish the objective. He supplies his students with essential materials and resources while differentiating instruction to meet their needs.	
7.2 Mr. Arndt integrates various learning resources with classroom US History instruction to increase learning options and products.	
7.3 Mr. Arndt systematically uses multiple methods to gather student understanding and ability data. He uses observations, achievement data, and constructed responses to inform instructional practices.	

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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	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 varies his role while teaching her students. He recognizes the need to create student-centered lessons and has prepared his lessons accordingly. 8.2 Mr. Arndt is adept at using technology in his class. He integrated the use of Chromebooks to aid in his instruction. 8.3 Mr. Arndt provides opportunities for authentic social and collaborative communications that promote discussion and interaction. His questioning skills encourage active student participation. Mr. Arndt's students eagerly contribute to the classroom discussions.	

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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.	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 worked closely with his colleagues during weekly PLC (professional learning communities) meetings, where he collaborated and discussed what was working well in the classroom and areas for improvement. 9.2: Mr. Arndt sought resources within and outside the school community to assist in his student teaching experience. He worked closely with his cooperating teachers and formed relationships with other colleagues within the school to help him grow in his teaching practices.	

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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.		90
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 - Mr. Arndt has used multiple ways to communicate effectively with parents and establish amicable relationships. 10.2 Mr. Arndt has advanced well during her student teaching practice. He maintains high standards concerning student learning, planning, monitoring, assessing, and providing feedback. Mr. Arndt acts in the best interest of her students.		

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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.	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>		
Mr. Arndt tailored his instruction to the US History needs of his students. He assessed his students during various points of his student teaching to determine their achievements using formative and summative formats. Mr. Arndt understands his impact on student learning by identifying the community and school environment, which has helped meet the needs of students.		

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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

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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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

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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 <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>	
NASD 3d	Score
Knowledge of current methods, materials, and repertories available in various fields and levels of dance education appropriate to the teaching specialization.	
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>	

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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

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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

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NASD 5a

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

Score

Evidence

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NASD 5b

Score

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

Evidence

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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

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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

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

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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 Michael Arndt STUDENT NUMBER 20963277

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 Michael Arndt STUDENT NUMBER 20963277

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	Score
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.	
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 Michael Arndt STUDENT NUMBER 20963277

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

(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 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

(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 Michael Arndt

STUDENT NUMBER 20963277

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>
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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 Michael Arndt STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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>
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ACEI Standard 1: Development, Learning, and Motivation

Score

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.

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.)

ACEI Standard 2.1: Reading, Writing, and Oral Language

Score

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.

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 Michael Arndt STUDENT NUMBER 20963277

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

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.)

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

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 Michael Arndt

STUDENT NUMBER 20963277

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

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.)

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

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 Michael Arndt

STUDENT NUMBER 20963277

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

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.)

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

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 Michael Arndt

STUDENT NUMBER 20963277

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

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.)

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.

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 Michael Arndt

STUDENT NUMBER 20963277

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

Score

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

ACEI Standard 3.4: Active Engagement in Learning

Score

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.

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 Michael Arndt

STUDENT NUMBER 20963277

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.

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.)

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.

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 Michael Arndt STUDENT NUMBER 20963277

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.

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 Michael Arndt

STUDENT NUMBER 20963277

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>
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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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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>
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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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt STUDENT NUMBER 20963277

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 Michael Arndt STUDENT NUMBER 20963277

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 Michael Arndt STUDENT NUMBER 20963277

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 Michael Arndt STUDENT NUMBER 20963277

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 Michael Arndt STUDENT NUMBER 20963277

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:	Score
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.	

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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>
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.

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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>
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.

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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

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.

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 2: Nature of Science

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.

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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 Michael Arndt

STUDENT NUMBER 20963277

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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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.

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.)

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 Michael Arndt STUDENT NUMBER 20963277

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 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:

90.61%

POINTS 135.91

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 Friday, December 8, 2023 4:33 PM

SCORING SUMMARY

GCU Professional Dispositions of Learners Score	InTASC Standards Score	Specialized Professional Association Standards Score
90.80%	90.54%	0.00%



Clinical Practice Time Log
15 Week Course
70 minimum days required

STUDENT NAME (Last, First, Middle): <u>Arnett, Michael John</u>		STUDENT ID: <u>20963277</u>		PROGRAM OF STUDY: <u>Master of Secondary Ed: Humanities</u>															
COOPERATING TEACHER/MENTOR NAME: <u>Mr. Ke 51840</u>		SCHOOL: <u>A. K. 5195 High School</u>		GRADE: <u>11</u>															
PLACEMENT START DATE: <u>24 August 2023</u>		COURSE START DATE: <u>August 23, 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</u> to: <u>3:15 pm</u>																			
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	Sept 7-13	Sept 14-20	Sept 21-27	Sept 28-Oct 4	Oct 5-11	Oct 12-18	Oct 19-25	Oct 26-Nov 1	Nov 2-8	Nov 9-15	Nov 16-22	Nov 23-29	Nov 30-Dec 6	Dec 7-13	Dec 14-20	Dec 21-27
Monday		X	OH	X	X	X	X	X	OH	X	X	X	X	X	X	X	X	X	X
Tuesday		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Wednesday		X	X	X	X	X	X	X	X	X	X	X	X	OH	X	X	X	X	X
Thursday		X	X	X	X	X	X	X	X	X	X	X	X	X	OH	X	X	X	X
Friday		X	X	X	X	X	X	X	X	X	X	X	X	X	OH	X	X	X	X
Days completed		5	4	5	5	5	5	4	5	5	5	5	5	4	5	5	5	5	5
Cooperating Teacher Initials		MB	MB	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS

Total Number of Days Completed: 70
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: Michael Slifko Signature: Michael Slifko Date: 12/6/23
Teacher Candidate Name: Michael Arnett Signature: Michael Arnett Date: Dec 6
GCU Faculty Supervisor Name: Vincent Harris Signature: Vincent Harris Date: 12/8/2023

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