



Grand Canyon University

Single Placement Student Teaching Manual:

Bachelor of Science in Elementary Education

Bachelor of Science in Secondary Education

Master of Education in Elementary Education

Master of Education in Secondary Education

Master of Education in Special Education Cross-Categorical

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Single Placement Student Teaching

The following student teaching courses are required of all students seeking an Institutional Recommendation for Elementary Education (undergraduate and graduate).

Course Number	Course Title	Student Teaching Hours	Field Experience Setting: Single Placement
EED 480NA/ 580NA	Elementary Student Teaching Session A	8 Weeks	Elementary K-8 classroom
EED 480NB/ 580NB	Elementary Student Teaching Session B	8 Weeks	Same classroom as Student Teaching Session A
Total		16 Weeks	

The following student teaching courses are required of all students seeking an Institutional Recommendation for Secondary Education (undergraduate and graduate).

Course Number	Course Title	Student Teaching Hours	Field Experience Setting: Single Placement
SED 480NA/ 580NA	Secondary Student Teaching Session A	8 Weeks	Secondary 7-12 classroom
SED 480NB/ 580NB	Secondary Student Teaching Session B	8 Weeks	Same classroom as Student Teaching Session A
Total		16 Weeks	

The following student teaching courses are required of all students seeking an Institutional Recommendation for Special Education Cross-Categorical (graduate).

Course Number	Course Title	Student Teaching Hours	Field Experience Setting: Single Placement
SPE 548NA	Special Education Student Teaching Session A	8 Weeks	Special Education classroom
SPE 548NB	Special Education Student Teaching Session B	8 Weeks	Same classroom as Student Teaching Session A
Total		16 Weeks	

Prerequisites

The following is a list of items that must be on file with your Teacher Education Specialist by the

appropriate deadlines:

February 1st for the fall student teaching experience

September 1st for the spring student teaching experience

- Current Fingerprint Clearance Card
- Passing score on AEPA Basic Skills (AZ residents) or Praxis I (basic skills)
- Passing score on appropriate content area exam per the following general guidelines (**please consult with your teacher education specialist to identify the correct content area exam**):
 - Arizona residents or students needing to certify in Arizona first in order to file for reciprocity in their home state will be required to take the appropriate Arizona Educator Proficiency Assessments (AEPA) Professional Knowledge Test or comparable out-of-state exam
 - Out-of-state students are required to take the appropriate Praxis II ® Subject Assessments or comparable out-of-state exam as required by their state.
- Minimum GPA of 2.8 for the Bachelor of Science program and a 3.0 for the Master of Education program
- Work with the appropriate university department to remove any academic and/or financial holds on account to ensure that the academic counselor is able to complete the required registration process. Teacher Candidates can view their program evaluation through their Student Portal. The academic counselor is also available to discuss program progression and academic eligibility.
- Complete all courses in the program of study prior to student teaching.

Application

Applications are available to download from the following URL:

<http://my.gcu.edu/Academics/Colleges/Education/FieldExperience/Pages/StudentTeaching.aspx>

Submit the application to your assigned Teacher Education Specialist. The application will require you to list three placement preferences along with the appropriate contact information. You should not attempt to make the initial contact with potential school districts. Initial contact will be made by your Teacher Education Specialist.

Potential Sites

Following consultation with your Teacher Education Specialist regarding your interests, needs, goals, and student teaching expectations, site selection is the first and possibly most important step towards beginning student teaching. You are responsible for assembling a list of three potential sites for your application based on the criteria offered below. Consider the schools where you have completed field experiences and the relationships you have developed with them. Be sure your potential placement is consistent with student teaching requirements, desires for skill development, and future certification or licensure criteria.

Consider the following:

- Your personal interests, needs, goals, and expectations
- Ethical standards, interactive learning, and experiential opportunities afforded you by the staff and function of the site

- Professional and state licensure/certification requirements regarding student teaching experiences: Rule out sites and/or supervisors that cannot enable you to satisfy licensure or certification requirements

Placement Assignments and Changes

Your site placement preferences will be honored, if possible and/or feasible. However, the University reserves the right to make assignments or adjustments deemed to be in your best interest and the interest of other involved parties. You may be removed from a site assignment at any time if the cooperating teacher or GCU faculty supervisor determines that the assignment is detrimental to anyone being served by you or that you would be better served by removal. This decision may be appealed to the Dean of the College of Education.

Once the Student Teaching Application has been received, you will be contacted by your assigned Teacher Education Specialist to discuss the application prior to contacting the school district and/or school. This allows you and your Teacher Education Specialist to discuss the placement confirmation process and to obtain any additional information that may be necessary.

During the placement process, you might be required to complete additional district requirements which will be completed at your expense. These may include:

- Interview with school district officials (which may include writing samples)
- Submission of academic resume and/or transcripts
- Physical exam
- TB test

Your Teacher Education Specialist will notify you when the student teaching placement has been finalized.

After your placement is secured, your Field Experience Specialist will provide you with pertinent student teaching information, including the contact information for your assigned GCU faculty supervisor, with whom you and your cooperating teacher will be working throughout your student teaching experience. You are required to make contact with the GCU faculty supervisor prior to the start date of the student teaching experience to start building a working relationship and to discuss the expectations of all parties.

Please contact your Teacher Education Specialist and Field Experience Specialist immediately if there is a need to cancel, postpone, or make changes in the placement. Requests for a change in student teaching status must be made in writing. A circumstance such as extended illness that may interrupt or delay completion of student teaching will be addressed on an individual basis.

Recommended Schedule

When possible, the beginning of the student teaching experience is aligned with the first day of the student teaching course per the GCU Academic Calendar. You may opt to begin student teaching prior to the first day of the student teaching course if it has been discussed with and approved by your cooperating teacher; however this will not count towards the required 16 weeks but rather be considered in addition to it.

Mentoring Support

The following individuals are in position to support you during the student teaching experience. They include:

- **Cooperating Teacher:** The cooperating teacher is the teacher in whose classroom you are completing the student teaching experience. The cooperating teacher must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the cooperating teacher is to the school and district, then to you, the teacher candidate. These individuals have the expertise to provide formative and summative feedback on your performance.
- **GCU Faculty Supervisor:** The GCU faculty supervisor is the local GCU-approved supervisor who has oversight responsibility for the development, implementation, and evaluation of you as a Teacher Candidate. The GCU faculty supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with you, the cooperating teacher, and the course instructor, to ensure that the quality, integrity, and outcomes of the student teaching experience meet the University's standards.
- **Course Instructor:** The course instructor is the GCU faculty member assigned to teach the student teaching courses. Course instructors are responsible for implementing course assignments, as required through the syllabus, which relate to the student teaching experience and to provide formative feedback on your performance.
- **Office of Field Experience:** The Office of Field Experience is the university office that works with schools to verify appropriate student teaching placements and cooperating teacher's qualifications. The Office of Field Experience collects all placement documents, verifies the cooperating teacher's credentials, and acts as liaison.
- **Mentor:** If you are a Masters level student currently serving in a contracted teaching position, it is not necessary to secure a cooperating teacher for supervisory responsibilities. In those cases, and upon approval of the building principal, a mentor will be assigned to you.

Teacher Candidate Responsibilities

Overview

You are responsible for formal interviews of your cooperating teacher, shadowing and observing their skills and applied methodology, exploration of the profession, understanding related ethical standards, and acclimating to the work setting. Readiness to accept responsibility will be the driving force regarding increased independent responsibility. Drawing upon the academic Program of Study, you are expected to synthesize previous course material, and apply theories and content knowledge to develop an individual professional style.

Policies

- You must be prepared to complete a full-time 16-week student teaching experience consisting of two (2) consecutive eight (8) week sessions. Both sessions will take place in the same classroom.
- You are required to abide by the rules and regulations of the school in which you are placed, and to evidence the professional dispositions set forth by the College of Education while you are there.
- During the 16-week student teaching experience, a maximum of five (5) absences are permitted. You are required to notify both your cooperating teacher and your GCU faculty supervisor of your impending absence prior to the beginning of the school day in question. Any absences in excess of five days must be made up at the completion of the student teaching experience.

Responsibilities

- Contact and coordinate with your GCU faculty supervisor.
- Meet with your GCU faculty supervisor in the first two weeks of student teaching.
- Participate in a phone conference during the eighth week of the student teaching experience to discuss the evaluations completed by your cooperating teacher and GCU faculty supervisor.
- Meet with your cooperating teacher and GCU faculty supervisor prior to the eighth week of the second session of student teaching to discuss the Summative Evaluation completed by them.
- Maintain the responsibilities of your coursework, including participation in discussion as appropriate.
- Upload all coursework assessments to the appropriate drop box in the ANGEL classroom. In addition, upload specific assessments to TaskStream as directed.
- Finalize organization of the e-Portfolio you have been developing throughout the program.

Student Teaching Grievance Process

For issues regarding student teaching placement, teacher candidates may contact their respective Teacher Education Specialist to file a grievance. If an issue arises during the student teaching experience, the teacher candidate should contact their respective Field Experience Specialist to file a grievance.

Code of Conduct

Grand Canyon University works to create an atmosphere of value-based education. All students who enroll in the University are expected to accept the responsibilities of the university citizenship and to show consideration and respect for personal freedom and property right of members of the civic and

academic community. You are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. Please review the Code of Conduct and Academic Standards in the University Policy Handbook.

Disability Services and Special Accommodations

Students that require special accommodations for their student teaching experience placement must register with the Disability Office at Grand Canyon University prior to their official placement. Students will be required to complete the steps to accommodations, which include submitting the Accommodation Request Form and providing supporting documentation of their disability. Determinations about what accommodations will be provided are based on the criteria outlined in the *University Policy Handbook* for Disability Services.

To start the accommodation process, you can contact the Disability Office as follows:

Phone: 602-639-6342

Email: disabilityoffice@gu.edu

In order to establish certain accommodations at the placement facility, the University may need to disclose information regarding the student's disability status. Notification of the approved accommodation will be given to the placement school, the supervising teacher and also to the school district in order to ensure that the accommodations are appropriately facilitated. By initialing below, you are acknowledging that you understand this policy and give the University permission to disclose any necessary information about accommodations in order to ensure the wellbeing of yourself as well as the students in your placement classroom , and the staff of the placement school.

Cooperating Teacher Responsibilities

Overview

The cooperating teacher is the teacher in whose classroom the student teaching experience is taking place. The cooperating teacher must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the cooperating teacher is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative and summative feedback on the Teacher Candidate's performance.

Qualifications

- A valid current professional license with proper endorsement for the teaching assignment
- Master's degree
- A minimum of three years teaching experience
- Full recommendation of the building principal to serve as a cooperating teacher
- Desire and ability to work cooperatively with Teacher Candidates

Responsibilities

The primary responsibility of the cooperating teacher is to the education of the pupils assigned to their class. However, Teacher Candidate preparation is also an important professional responsibility. The following suggestions will enable the cooperating teacher to involve their Teacher Candidate in his/her school and class:

- As a role model, mentor, and coach
 - Assume responsibility for direct supervision, oversight, and support to the Teacher Candidate while on site
 - Maintain and document close contact with the Teacher Candidate on a daily basis.
 - Confer regularly with the Teacher Candidate concerning his or her performance and progress.
 - With the GCU faculty supervisor, develop and monitor any needed remediation plans for strengthening a marginal Teacher Candidate's performance.
 - Maintain student teaching records and documents for the purpose of evaluating the Teacher Candidate.
 - Provide on-site opportunities for the Teacher Candidate to observe, practice, and lead when and where possible.
- As an evaluator
 - Participate in a face-to-face meeting with the Teacher Candidate and the GCU faculty supervisor during the first two weeks of student teaching.
 - Participate in a phone conference with the Teacher Candidate and the GCU faculty supervisor during the last week of each 8 week session to debrief on the success of that session.
 - Complete Formative Evaluations (Teacher Candidate Collaborative Evaluation Instrument Site Visit #1, #2, and #3 and any other informal evaluations) of the Teacher Candidate and provide copies of those evaluations to both the Teacher Candidate and the GCU faculty supervisor during the phone conference.
 - Complete Summative Evaluation (Teacher Candidate Collaborative Evaluation Instrument Site Visit #4) of the Teacher Candidate prior to the face-to-face meeting with

the Teacher Candidate and the GCU faculty supervisor during the last week of the second 8 week session.

- The four site visits are formal collaborative observations conducted in conjunction with GCU faculty supervisor utilizing Grand Canyon University's Collaborative Evaluation Instrument.

Suggested Student Teaching Schedule

	Teacher Candidate (TC)	Mentor Teacher (MT)	GCU faculty supervisor (SUP)
Prior to Week 1 Session A/ Module 1	Contact MT & SUP; Discuss expectations, policies, and procedures. Contact the Office of Field Experience with any questions.	Contact TC & SUP; Discuss expectations, policies, procedures. Coordinate schedules for collaborative observations. Submit required paperwork to Office of Field Experience.	Contact TC & MT; Discuss expectations, policies, procedures. Coordinate schedules for collaborative observations. Submit required paperwork to Office of Field Experience.
Week 1: Session A/ Module 1	Acclimate to classroom. Observe MT. Login to the classroom and review required assignments for course.	Assist TC in acclimating to classroom. Introduce STU to students and other school faculty.	Make self available for questions and feedback.
Week 2: Session A/ Module 2	Continue to observe. Begin assisting with lessons.	Allow TC to begin assisting with lessons.	Make self available for questions and feedback.
Week 3-4: Session A/ Module 4	1st Collaborative Evaluation completed.	1st Collaborative Evaluation completed.	1st Collaborative Evaluation completed and submitted to TaskStream.
Week 4: Session A/ Module 4	Take on additional lessons. Begin "phase in" period for lesson delivery.	Gradually increase TC teaching responsibility.	Arrange meeting with MT to discuss upcoming Performance Evaluations.
Week 5: Session A/ Module 5	Increase workload.	Increase workload.	Continue to provide support.
Week 6: Session A/ Module 6	Should be preparing, with assistance, all lesson plans and delivery of instruction.	Supporting all lesson plan preparation and lesson delivery.	Be available for questions, concerns and feedback.
Week 7: Session A/ Module 7	Increase responsibility. 2nd Collaborative Evaluation completed.	Increase TC responsibility. 2nd Collaborative Evaluation completed.	Continue to provide support. 2nd Collaborative Evaluation completed and submitted to TaskStream.
Week 8: Session A/ Module 8	Increase responsibility.	Increase TC responsibility.	Continue to provide support.
Week 9: Session B/ Module 1	Assume full responsibility of classroom. Login to the classroom for Session B of course.	Be available for questions and concerns and inform STU of progress.	Be available for questions, concerns and feedback.
Week 10: Session B/ Module 2	Fully in charge of classes.	Be available for questions and concerns.	Be available for questions, concerns and feedback.
Week 11: Session B/ Module 3	Fully in charge of classes.	Be available for questions and concerns.	Be available for questions, concerns and feedback.

Week 12: Session B/ Module 4	Begin to transition class back to MT. 3rd Collaborative Evaluation completed.	Begin to transition back into the classroom responsibilities. 4th Collaborative Evaluation completed.	Be available for question, concerns and feedback. 3rd Collaborative Evaluation completed and submitted to TaskStream.
Week 13: Session B/ Module 5	Finalize “phase out” period of classroom responsibilities.	Resume full responsibility of classroom.	Continue to provide support.
Week 14: Session B/ Module 6	Finalize “phase out” period of classroom responsibilities.	Resume full responsibility of classroom.	Continue to provide support.
Week 15: Session B/ Module 7	Opportunity to observe in other classrooms. 4th Collaborative Evaluation completed.	Fully in charge of classroom responsibilities. 4th Collaborative Evaluation completed.	Be available for questions, concerns and feedback. 4th Collaborative Evaluation completed and submitted to TaskStream.
Week 16: Session B/ Module 8	Opportunity to observe in other classrooms.	Fully in charge of classroom responsibilities.	Be available for questions, concerns and feedback.

Collaborative Observation Process

The Collaborative Observation is a process between the GCU faculty supervisor and cooperating teacher to collaboratively reflect on the Teacher Candidate’s performance. The participants will work together to effectively produce a final score using the Evaluation Instruments. To complete the Collaborative Observation, the GCU faculty supervisor and cooperating teacher must both have a copy of the Teacher Candidate Collaborative Evaluation Instrument Site Visit # 1 and #2, #3, and #4.

- Step 1: The In-Class Observation is objectively collected data that records (not verbatim) the Teacher Candidate’s actions and student responses. These notes should be free of analysis and notate relevant behavior.
- Step 2: The Post-Observation Conference is a follow-up meeting preferably immediately after the Teacher Candidate’s observation between the cooperating teacher and GCU faculty supervisor. Both observers will culminate their responses using the performance rubric to complete the scores on the Evaluation Instrument.
- Step 3: The GCU faculty supervisor, using the TaskStream Evaluator Guide, will submit the data into the Teacher Candidate’s TaskStream portfolio.

State Mandated Assessments

During the state mandated assessments, the cooperating teacher should be the one who administers the test to the students in the classroom. At no time, should the teacher candidate be in charge of administering or proctoring these tests.

GCU Faculty Supervisor Responsibilities

Overview

The GCU faculty supervisor is the local GCU-approved supervisor who has oversight responsibility for the development, implementation, and evaluation of the Teacher Candidate. The GCU faculty supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the cooperating teacher, the Teacher Candidate, and the course instructor to ensure that the quality, integrity, and outcomes of the student teaching experience meet the University's standards.

Qualifications

- Master's Degree or Doctoral Degree in Elementary, Secondary (must be certified in area of supervision) or Special Education;
- A valid current teacher certification or license;
- Minimum of 3-5 years of classroom experience.

Responsibilities

- As a role model, mentor, and coach
 - Establish and maintain a professional working relationship with the cooperating school and/or district. Maintain effective communication with the cooperating teacher and Office of Field Experience.
 - Act as a resource person to the Teacher Candidate by providing additional sources of information and by being available through phone or mandatory weekly email personal contact, and cooperatively deriving workable solutions if difficulties arise.
 - Provide information on the development and implementation of future professional plans.
 - Encourage responsibility and creativity in the student teaching experience.
 - Keep adequate records on the Teacher Candidate.
 - Provide knowledge about evaluation procedures.
 - Create and maintain a professional, friendly relationship with the Teacher Candidate and the cooperating teacher.
- As an evaluator
 - Participate in a face-to-face meeting with the Teacher Candidate and the cooperating teacher during the first two weeks of student teaching.
 - Participate in a phone conference with the Teacher Candidate and the cooperating teacher during the last week of each 8 week session to debrief on the success of that session.
 - Complete Formative Evaluations (Teacher Candidate Collaborative Evaluation Instrument Site Visit #1, #2, and #3 and any other informal evaluations) of the Teacher Candidate.
 - Complete Summative Evaluation (Teacher Candidate Collaborative Evaluation Instrument Site Visit #4) of the Teacher Candidate during the last weeks of the second 8 week session.
 - The 4 site visits are formal collaborative observations conducted in conjunction with cooperating teacher utilizing Grand Canyon University's Collaborative Evaluation Instrument.
 - After each site visit, submit the evaluation to TaskStream.

Refer to the following schedule when planning the site visits

	Student Teacher	Cooperating Teacher	GCU faculty supervisor
Week 4: Session A/ Module 4	Student Teacher Collaborative Evaluation Instrument Site Visit # 1 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 1 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 1 completed and submitted to TaskStream
Week 7: Session A/ Module 7	Student Teacher Collaborative Evaluation Instrument Site Visit # 2 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 2 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 2 completed and submitted to TaskStream
Week 4: Session B/ Module 4	Student Teacher Collaborative Evaluation Instrument Site Visit # 3 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 3 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 3 completed and submitted to TaskStream
Week 7: Session B/ Module 7	Student Teacher Collaborative Evaluation Instrument Site Visit # 4 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 4 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 4 completed and submitted to TaskStream

Collaborative Observation Process

The Collaborative Observation is a process between the GCU faculty supervisor and cooperating teacher to collaboratively reflect on the Teacher Candidate's performance. The participants will work together to effectively produce a final score using the Evaluation Instruments. To complete the Collaborative Observation, the GCU faculty supervisor and cooperating teacher must both have a copy of the Teacher Candidate Collaborative Evaluation Instrument Site Visit # 1 and #2, #3, and #4.

- Step 1: The In-Class Observation is objectively collected data that records (not verbatim) the Teacher Candidate's actions and student responses. These notes should be free of analysis and notate relevant behavior.
- Step 2: The Post-Observation Conference is a follow-up meeting preferably immediately after the Teacher Candidate's observation between the cooperating teacher and GCU faculty supervisor. Both observers will culminate their responses using the performance rubric to complete the scores on the Evaluation Instrument.
- Step 3: The GCU faculty supervisor, using the TaskStream Evaluator Guide, will submit the data into the Teacher Candidate's TaskStream portfolio.

TaskStream

The GCU faculty supervisor will utilize TaskStream, an external electronic portfolio provider, to submit the evaluations of the Teacher Candidate's performance. All students have an account in TaskStream that has been customized to meet the requirements of a particular program.

Mentor Responsibilities (as applicable)

Overview

In those instances where the Teacher Candidate is currently serving in a contracted teaching position, it is not necessary to secure a cooperating teacher for supervisory responsibilities. In those cases, and upon approval of the building principal, a mentor will be assigned to the Teacher Candidate.

The mentor is the professional colleague who supports the Teacher Candidate in completing the student teaching experience. The mentor must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the mentor is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative feedback on the Teacher Candidate's performance.

Qualifications

- A valid current professional license with proper endorsement for the teaching assignment
- Master's degree
- A minimum of three years teaching experience
- Full recommendation of the building principal to serve as a mentor
- Desire and ability to work cooperatively with Teacher Candidates

Responsibilities

The primary responsibility of the mentor is to the education of the pupils assigned to their class. However, Teacher Candidate preparation is also an important professional responsibility. The following suggestions will enable the mentor to collaborate with the Teacher Candidate in his/her school and class:

- As a role model, mentor, and coach
 - Assume responsibility for collaboration and support to the Teacher Candidate while on site.
 - Maintain and document close contact with the Teacher Candidate.
 - Confer regularly with the Teacher Candidate concerning his or her performance and progress.
 - With the GCU faculty supervisor, develop and monitor any needed remediation plans for strengthening a marginal Teacher Candidate's performance.
 - Maintain student teaching records and documents for the purpose of evaluating the Teacher Candidate.
 - Encourage on-site opportunities for the Teacher Candidate to observe, practice, and lead when and where possible.
- As an evaluator
 - Participate in a face-to-face meeting with the Teacher Candidate and the GCU faculty supervisor during the first two weeks of student teaching.
 - Participate in a phone conference with the Teacher Candidate and the GCU faculty supervisor during the last week of each 8 week session to debrief on the success of that session.
 - Complete Formative Evaluations (Teacher Candidate Collaborative Evaluation Instrument Site Visit #1, #2, and #3 and any other informal evaluations) of the Teacher Candidate and provide copies of those evaluations to both the Teacher Candidate and the GCU faculty supervisor during the phone conference.

- Complete Summative Evaluation (Teacher Candidate Collaborative Evaluation Instrument Site Visit #4) of the Teacher Candidate prior to the face-to-face meeting with the Teacher Candidate and the GCU faculty supervisor during the last week of the second 8 week session.
- The 4 site visits are formal collaborative observations conducted in conjunction with GCU faculty supervisor utilizing Grand Canyon University's Collaborative Evaluation Instrument.

Refer to the following schedule when planning the site visits

	Student Teacher	Cooperating Teacher	GCU faculty supervisor
Week 4: Session A/ Module 4	Student Teacher Collaborative Evaluation Instrument Site Visit # 1 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 1 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 1 completed and submitted to TaskStream
Week 7: Session A/ Module 7	Student Teacher Collaborative Evaluation Instrument Site Visit # 2 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 2 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 2 completed and submitted to TaskStream
Week 4: Session B/ Module 4	Student Teacher Collaborative Evaluation Instrument Site Visit # 3 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 3 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 3 completed and submitted to TaskStream
Week 7: Session B/ Module 7	Student Teacher Collaborative Evaluation Instrument Site Visit # 4 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 4 completed	Student Teacher Collaborative Evaluation Instrument Site Visit # 4 completed and submitted to TaskStream

Collaborative Observation Process

The Collaborative Observation is a process between the GCU faculty supervisor and mentor to collaboratively reflect on the Teacher Candidate's performance. The participants will work together to effectively produce a final score using the Evaluation Instruments. To complete the Collaborative Observation, the GCU faculty supervisor and mentor must both have a copy of the Teacher Candidate Collaborative Evaluation Instrument Site Visit # 1 and #2, #3, and #4.

- Step 1: The In-Class Observation is objectively collected data that records (not verbatim) the Teacher Candidate's actions and student responses. These notes should be free of analysis and notate relevant behavior.
- Step 2: The Post-Observation Conference is a follow-up meeting preferably immediately after the Teacher Candidate's observation between the mentor and GCU faculty supervisor. Both observers will culminate their responses using the performance rubric to complete the scores on the Evaluation Instrument.
- Step 3: The GCU faculty supervisor, using the TaskStream Evaluator Guide, will submit the data into the Teacher Candidate's TaskStream portfolio.

Supervision, Evaluation, and Performance-based Assessment

Overview

You should be kept informed of progress through formal and informal evaluative feedback from your cooperating teacher and GCU faculty supervisor. The cooperating teacher is the primary source of continuous daily mentoring, supervision, and weekly substantive conferences.

For both teachers and students, assessment is the most appropriate way to comprehend what the learner actually knows. You are required to pass rigorous assessments to guarantee that you are prepared to teach in your own classrooms. The purpose of assessment during student teaching is to ensure that all state and federal standards are met and you are ready for certification.

The Teacher Candidate Collaborative Evaluation Instruments are included in the appendix of this Student Teaching Manual as well as accessible via the GCU College of Education website located at <http://my.gcu.edu/Academics/Colleges/Education>.

GCU Teacher Candidate Progress Form

The GCU Teacher Candidate Progress Form has been designed as an informal assessment tool for mentoring and coaching. Your cooperating teacher will utilize this on a weekly basis to identify areas of strength as well as opportunities for growth in lesson planning, instruction and assessment.

Formative Assessment

Formative assessments will include the Teacher Candidate Collaborative Evaluation Instrument Site Visit # 1, #2, #3 and any other informal evaluations done by the cooperating teacher. Throughout the student teaching experience, the cooperating teacher will conduct formal and informal supervisory conferences with you. The course instructor will also expect weekly contact via the classroom to discuss progress, offer suggestions, help solve problems, and provide vital mentoring functions. It will be important that you stay in close contact with the cooperating teacher to ensure successful progress. During meetings, your performance, progress, and goals will be reviewed, including recommendations for improvement. You will be formally evaluated midway through each student teaching session and again at the end of each session, for a total of four evaluations. The GCU faculty supervisor and cooperating teacher will evaluate you collaboratively for the purpose of enhancing skills, offering constructive feedback, and developing future goals. It will be important that you freely express perceptions and feelings regarding the assessment so those perceptions can be validated.

Please note that the evaluation instruments for Site Visit #1 and #4 is aligned to the GCU Professional Dispositions of Learners, including: 1) High Expectations, 2) Respect for the Diversity of Others, 3) Fairness, 4) Professional Conduct, 5) Reflection, 6) Curiosity, 7) Honesty, 8) Compassion, 9) Advocacy, and 10) Dedication. The appropriate dispositions are documented on the evaluation instrument, according to the numeric order listed above, subsequent to each item.

Summative Evaluation

As part of the closure activities, your GCU faculty supervisor and cooperating teacher will complete a summative evaluation with you using the Teacher Candidate Collaborative Evaluation Instrument Site Visit #4. This final evaluation process will formally appraise your efforts and professional growth using measurable, objective, and observable data based on standards developed for your professional discipline. It will be important that you respond to the evaluation by asking questions and obtaining clarification of its contents. Ideally, supervisors will demonstrate strong advocacy for you as a professional, given the significant investment they have made in your development. You will also be invited to evaluate supervisors. An honest, frank assessment and interpretation of your experience will be most valuable to the continued success and development of the student teaching course. You may ask supervisors to serve as professional references.

Summary Conference

Final conferences provide opportunities to review your experience, evaluate your progress and to discuss future directions. Conference topics will include the following:

- Review and analysis of your evaluations
- Review and analysis of your documented work using student teaching forms
- Review and analysis of videotaped activities (if appropriate)
- Review and analysis of the E-Portfolio
- Review and analysis of the Student Teaching Activity Log Summary
- Review and analysis of the résumé
- Discussion of strengths and areas of improvement
- Discussion of future plans for employment

Grading

In order to earn a final grade for student teaching, you must ensure that all projects, forms, evaluations, and documents needed to fulfill course requirements have been accurately and professionally completed and returned in a timely manner. The course instructor will submit a course grade. The course instructor will use the grading scale, assignment percentage plan, and project or learning activity rubrics identified in the syllabus to determine your final grade.

Your final semester grade will be calculated by weighting the Teacher Candidate evaluation scores submitted to TaskStream as well as individual classroom assignments and the final Teacher Work Sample. You will receive a separate grade for Session A and Session B of your Student Teaching course. If you receive a failing grade you may petition the College of Education to reapply for student teaching or choose to complete a degree without certification or institutional recommendation.

Supervision of Marginal Teacher Candidates

Teacher Candidates are considered “marginal” if performing unsatisfactorily in one or more of the student teaching duties or assignments. The general procedure to follow when supervising a marginal Teacher Candidate is listed below:

- Efforts should be made to identify the marginal Teacher Candidate by the fourth week of each session.
- At first indication of failure by the Teacher Candidate to meet requirements or responsibilities, the GCU faculty supervisor and cooperating teacher should confer to discuss the situation with the Teacher Candidate.

- A three-way conference involving the Teacher Candidate, the GCU faculty supervisor, and the cooperating teacher will occur to review the situation and develop a corrective action plan as outlined in the section below entitled Teacher Candidate Corrective Action Plan.
 - The corrective action plan will identify specific areas of weakness and associated corrective actions to be taken by the Teacher Candidate. Together, a specific time-line with due dates will be agreed upon. The Teacher Candidate's corrective action plan will be placed on file with the GCU faculty supervisor and the Office of Field Experience.
 - Corrective action will be supervised by the GCU faculty supervisor and the cooperating teacher with frequent observations and written evaluations of the Teacher Candidate's progress, or lack thereof, being documented.
 - Other professionals in the field may be asked to observe and offer suggestions or methods to assist the Teacher Candidate in demonstrating improved performance.
 - After a reasonable period of time, a second conference will be held to evaluate progress and review completion of corrective actions contained in the plan.
 - If significant progress has occurred, the Teacher Candidate may be able to continue with the student teaching assignment without further remediation.
 - If there has been insufficient improvement within the remediation period, a conference will be scheduled to determine one of the following: (1) continue corrective action with new, specific timelines; (2) advisement to withdraw from student teaching; (3) termination with a grade below "C", resulting in the Teacher Candidate no longer being a candidate for a degree from the College of Education.
 - In a situation where the Teacher Candidate has been advised to withdraw from student teaching or has been terminated from student teaching, and wishes to be readmitted to repeat student teaching, an appeal must be filed with the Dean of the College of Education and will be addressed on an individual basis.
-

Teacher Candidate Corrective Action Plan

During the student teaching process, challenges are likely to occur. If challenges occur wherein the Teacher Candidate is not making sufficient progress, it is important to have a process in place to respond as needed. The six step process below can be initiated by the Teacher Candidate, the GCU faculty supervisor, or the cooperating teacher. The goal of this process is to be responsive to any type of challenge that might impede the successful completion of the process.

Please understand that at all times Teacher Candidates are guests of the school district and the school site in which they are placed. It is the prerogative of the district, principal, or cooperating teacher to request the placement be terminated at will. In this case, the Corrective Action Plan is not applicable. As such, it is necessary to demonstrate professionalism in word, deed, and action at all times.

In all instances, the interests of the Teacher Candidate, the University, the placement site and the students they serve will be accommodated by:

- Involving the Teacher Candidate in the process;
- Ensuring the entire process is well documented by using the Teacher Candidate Corrective Action Plan form in the appendix of this Student Teaching Manual;
- Showing evidence of proceeding in a timely manner;
- Providing adequate communication to all parties involved; and
- Retaining all documentation.

Step 1- Identify the Problem in Writing

The first step in the process is to identify the challenge or weakness in writing. For example, a cooperating teacher may recognize that the Teacher Candidate is making insufficient progress in one or more key areas as noted on the Teacher Candidate Collaborative Evaluation Instrument and his or her lack of progress has resulted in some concerns for future success. In identifying these challenges, it is important that whoever is initiating the process take the time to directly identify in writing the specific issue that the Teacher Candidate will need to address, in order to have a focused plan.

Step 2 – Teacher Candidate Reflects

The second step in the process involves the Teacher Candidate taking the time to reflect in writing on his or her challenges. If the challenges are brought forward by the GCU faculty supervisor or cooperating teacher, the Teacher Candidate can use this reflection process as an opportunity to seek clarification and/or respond to the issues that have been brought forth. If the Teacher Candidate brings forth the issue, the reflection process can be used to think about potential causes and resolution opportunities.

Consider the following:

- What are the Teacher Candidate's strengths?
- What are the primary concerns and/or issues to be addressed?
- What options and resources are available to address individual concerns keeping in mind the following:
 - Is University intervention needed or warranted?
 - Would weekly teleconferences be beneficial?
 - What is the best method for communicating progress and providing feedback collaboratively on a regular basis?

Step 3 – Develop the Teacher Candidate Corrective Action Plan.

In executing step 3, a meeting must be held with the GCU faculty supervisor, the cooperating teacher, and the Teacher Candidate. At the meeting, the specific student teaching challenges will be addressed and the Teacher Candidate's reflection will be shared. At that time, a corrective action plan will be developed and put into writing by using the Teacher Candidate Corrective Action Plan form in the appendix of this Student Teaching Manual. Within this process, it is preferred that the Teacher Candidate establish the features of the plan. The GCU faculty supervisor and cooperating teacher may offer suggestions but ultimately it is the goal of this process for the Teacher Candidate to deal with these issues directly and be responsible for his or her own development. If the Teacher Candidate is not able to do this work effectively, the GCU faculty supervisor and/or the cooperating teacher may have to take the lead in authoring the plan and its deadlines and features. The plan should include specific action steps that the Teacher Candidate will take that can be reported on at a later date. The best plan is specific and includes features that can be clearly documented and which are time-bound.

The Plan should include, but is not limited to, the following components:

- Teacher Candidate's strengths
- Competency areas that need to be addressed
- Specific outcomes desired including a description of the level of performance necessary to demonstrate proficiency
- An implementation strategy and timeline for each competency area being addressed
- A listing of support services and resources that may be available to the Teacher Candidate
- Potential consequences for not completing the plan adequately
- Dated signatures from the Teacher Candidate, GCU faculty supervisor, and cooperating teacher acknowledging administration and understanding of the plan.

Step 4 - Sign Off on the Corrective Action Plan

In order to complete step 4 of this process, the team has to agree on the plan. While the Teacher Candidate is integral to this process, ultimately the GCU faculty supervisor has the final say on the sign off of this plan. It will be the goal of the GCU faculty supervisor to secure the support of both the cooperating teacher and the Teacher Candidate in finalizing both the plan itself and the deadlines associated with its execution. Obviously, the deadlines for execution must be done with consideration for the timelines for the field placement itself.

Step 5 – Provide Continuous Feedback on Plan Execution

It will be the Teacher Candidate's responsibility to follow the intervention plan as identified by the team and to meet all the necessary deadlines and reporting-out features required. The level of attention this will require is driven to a great extent by the severity of the challenge the Teacher Candidate is facing. Some intervention plans will obviously be quite simple and easily completed while others may involve a multistep process with several reporting-out features required en route to meeting the challenges identified. Weekly written and oral feedback must be provided to the Teacher Candidate regarding progress toward meeting the expectations set forth in the plan. The Office of Field Experience may arrange for additional evaluations by qualified individuals such as the site Principal or university faculty. The GCU faculty supervisor and cooperating teacher will document all interactions during the corrective action plan process.

Step 6 - Sign Off on Completion of the Corrective Action Plan

The final step of the process will come when the Teacher Candidate has completed the components of his or her plan to the satisfaction of the GCU faculty supervisor and cooperating teacher. Once again, the GCU faculty supervisor has final authority on whether or not the corrective action plan is completed. It will be the goal of this process, however, that the entire team including the Teacher Candidate will agree in the end that the challenge that was addressed was in fact directly dealt with and all the aspects of the plan were executed to the satisfaction of the entire team. This formal sign off should be indicated by signature of all three parties to the plan using the Teacher Candidate Corrective Action Plan form in the appendix of this Student Teaching Manual.

Possible outcomes may include the following:

- The Teacher Candidate may show adequate progression in the competency areas addressed and successfully complete the student teaching experience.
- The Teacher Candidate may show significant progression in some of the competency areas addressed but not all. In this case, the Assistant Dean of the College of Education may choose to either extend the number of weeks of the student teaching experience in the same setting or may determine that an additional student teaching experience in a different setting is warranted. If the student teaching experience is extended beyond the end of the semester, an incomplete grade will be assigned until the additional weeks have been completed at which time a grade will be determined. If it is determined that an additional student teaching experience in a different setting is warranted, the Assistant Dean of the College of Education may determine additional coursework, tutoring, or other action may be required of the Teacher Candidate prior to placing them in a new setting.
- The Teacher Candidate may decide to withdraw from student teaching.
- The Teacher Candidate's rate of progress may remain unsatisfactory. Under these circumstances, the student teaching assignment will be discontinued. The decision to terminate the placement will be made based on input from and discussions with the cooperating teacher, GCU faculty supervisor, Field Experience Specialist and/or Manager of Field Experience, and site Principal. When a decision is made to discontinue the placement, the Assistant Dean and GCU faculty supervisor will make arrangements for a conference with the Teacher Candidate. This conference will be arranged with consideration for the needs and concerns of the Teacher Candidate with the goal of providing options available to the Teacher Candidate moving forward.
- Should the Teacher Candidate decide to withdraw or if he or she has been terminated from the student teaching experience, re-registration for a new student teaching assignment may be an option. Pursuant to any student teaching reassignment, the Assistant Dean may determine that additional coursework, tutoring, or other action may be required of the Teacher Candidate in order to increase their potential for success in the future.

Copies of the twice-signed plan will be provided to you, the GCU faculty supervisor, and the cooperating teacher, as well as to the Office of Field Experience, where it will be kept in your student teaching file.

Appendix

Teacher Candidate Collaborative Evaluation Instrument Site Visit #1	23
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College of Education
 Teacher Candidate Collaborative Evaluation Instrument
 Site Visit # 1

Please complete the following information:

Teacher Candidate (Last, First, M. I.)	GCU Student ID
School Name/District	School Address, inc. City, State, Zip Code
Cooperating Teacher (Last, First)	Grade Level(s) / Subject
GCU faculty supervisor (Last, First)	Teacher Candidate's Home or Cell Phone
GCU faculty supervisor's Home or Cell Phone	Teacher Candidate's Email
GCU faculty supervisor's Email	
Circle your program: B.S. Elementary Education B.S. Secondary Education M.Ed. Elementary Education M.Ed. Secondary Education M.Ed. Special Education	

Directions: The GCU faculty supervisor and cooperating teacher should collaboratively review the Teacher Candidate's performance in each category prior to meeting with the Teacher Candidate. For scores lower than 2, the GCU faculty supervisor will offer suggestions for improvement as indicated in the Comments/Recommendations box. The Corrective Action Plan will be instituted with rubric average scores below 2. It can be found in this Student Teaching Manual. **For a conversion chart of how the TaskStream points equate to points in the Gradebook, see the final appendix in this document.**

Please note that the evaluation instrument for Site Visit #1 is aligned to the GCU Professional Dispositions of Learners, including: 1) High Expectations, 2) Respect for the Diversity of Others, 3) Fairness, 4) Professional Conduct, 5) Reflection, 6) Curiosity, 7) Honesty, 8) Compassion, 9) Advocacy, and 10) Dedication. The appropriate dispositions are documented on the evaluation instrument, according to the numeric order listed above, subsequent to each item.

	Performance	
4	Distinguished: Consistently observed; consistently exceeds expectations for a Teacher Candidate.	4 3 2 1 N/O
3	Proficient: Frequently observed; meets, sometimes exceeds, expectations for a Teacher Candidate.	
2	Basic: Occasionally observed; minimally meets expectations for a Teacher Candidate.	
1	Unsatisfactory: Not observed; does not meet expectations for a Teacher Candidate.	
N/O	Not Observed	
	The teacher candidate is punctual and reliable in attendance. (4,10)	
	The teacher candidate maintains a professional appearance. (4,10)	
	The teacher candidate demonstrates qualities of humor, empathy, and warmth. (5,8)	
	The teacher candidate is a thoughtful and responsive listener. (2,3,4,8,9)	

The teacher candidate honors commitments. (4,9,10)	
The teacher candidate communicates caring, concern, and a willingness to become involved with others. (1,2,9,10)	
The teacher candidate collaborates effectively with other educators. (2,4,5,10)	
The teacher candidate assumes responsibility when working with others. (5,4)	
The teacher candidate communicates in ways that demonstrate respect for the feelings, ideas, and contributions of others. (1,2,3,4,6,8,9)	
The teacher candidate respects the cultures of all students and is sensitive to cultural norms. (1,2,3,4,8,9)	
The teacher candidate shows an interest in students and their communities. (1,2,3,4,7,8,9)	
The teacher candidate treats students with dignity and respect at all times. (1,2,3,4,5,7,8,9)	
The teacher candidate is patient when working with students. (4,5)	
The teacher candidate creates a learning environment that is conducive to the development of students' self-confidence and competence. (1,2,3,4,8,9)	
The teacher candidate uses a variety of instructional strategies to optimize student learning. (1,4,5)	
The teacher candidate involves all students in learning. (1,2,3,4,5,6,7,8,9,10)	
The teacher candidate is open to adjusting and revising plans to meet students' needs. (1,2,3,4,5,6,7,8,9,10)	
The teacher candidate appears to view teaching as an important profession. (1,4,10)	
The teacher candidate is willing to receive feedback and assessment of teaching. (1,4,5,10)	
The teacher candidate wears appropriate classroom attire/ is well-groomed (4,10)	
Comments/ Recommendations:	



College of Education
 Teacher Candidate Collaborative Evaluation Instrument
 Site Visit # 2 Site Visit #3

Please complete the following information:

Teacher Candidate (Last, First, M. I.)	GCU Student ID
School Name/District	School Address, inc. City, State, Zip Code
Cooperating Teacher (Last, First)	Grade Level(s) / Subject
GCU faculty supervisor (Last, First)	Teacher Candidate's Home or Cell Phone
GCU faculty supervisor's Home or Cell Phone	Teacher Candidate's Email
GCU faculty supervisor's Email	
Circle your program: B.S. Elementary Education B.S. Secondary Education M.Ed. Elementary Education M.Ed. Secondary Education M.Ed. Special Education	

Directions: The GCU faculty supervisor and cooperating teacher should collaboratively review the Teacher Candidate's performance in each category prior to meeting with the Teacher Candidate. For scores lower than 2, the GCU supervisor will offer suggestions for improvement as indicated in the Comments/Recommendations box. The Corrective Action Plan will be instituted with rubric average scores below 2. It can be found in this Student Teaching Manual. **For a conversion chart of how the TaskStream points equate to points in the Gradebook, see the final appendix in this document.**

		Performance				
		4	3	2	1	N/O
4	Distinguished: Consistently observed; consistently exceeds expectations for a Teacher Candidate.					
3	Proficient: Frequently observed; meets, sometimes exceeds, expectations for a Teacher Candidate.					
2	Basic: Occasionally observed; minimally meets expectations for a Teacher Candidate.					
1	Unsatisfactory: Not observed; does not meet expectations for a Teacher Candidate.					
N/O	Not Observed					
Standard #1: Learner Development						
	The teacher candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.					
	The teacher candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.					
Standard #2: Learning Differences						
	The teacher candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.					

The teacher candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	
The teacher candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	
Standard #3: Learning Environments	
The teacher candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	
The teacher candidate communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	
Standard #4: Content Knowledge	
The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	
The teacher candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	
The teacher candidate creates opportunities for students to learn, practice, and master academic language in their content.	
Standard #5: Application of Content	
The teacher candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	
The teacher candidate facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	
Standard #6: Assessment	
The teacher candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	
The teacher candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	
The teacher candidate prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.	
Standard #7: Planning for Instruction	
The teacher candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	
The teacher candidate develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	
The teacher candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	
Standard #8: Instructional Strategies	
The teacher candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	
The teacher candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	
The teacher candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes,	

stimulating curiosity, and helping learners to question).	
Standard #9: Professional Learning and Ethical Practice	
Independently and in collaboration with colleagues, The teacher candidate uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	
The teacher candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	
Standard #10: Leadership and Collaboration	
The teacher candidate uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	
The teacher candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	
Comments/ Recommendations:	



College of Education
 Teacher Candidate Collaborative Evaluation Instrument
 Site Visit #4

Please complete the following information:

Teacher Candidate (Last, First, M. I.)	GCU Student ID
School Name/District	School Address, inc. City, State, Zip Code
Cooperating Teacher (Last, First)	Grade Level(s) / Subject
GCU faculty supervisor (Last, First)	Teacher Candidate's Home or Cell Phone
GCU faculty supervisor's Home or Cell Phone	Teacher Candidate's Email
GCU faculty supervisor's Email	
Circle your program: B.S. Elementary Education B.S. Secondary Education M.Ed. Elementary Education M.Ed. Secondary Education M.Ed. Special Education	

Directions: The GCU faculty supervisor and cooperating teacher should collaboratively review the Teacher Candidate's performance in each category prior to meeting with the Teacher Candidate. For scores lower than 2, the GCU faculty supervisor will offer suggestions for improvement as indicated in the Comments/Recommendations box. The Corrective Action Plan will be instituted with rubric average scores below 2. It can be found in this Student Teaching Manual. **For a conversion chart of how the TaskStream points equate to points in the Gradebook, see the final appendix in this document.**

Please note that the disposition portion of the evaluation instrument for Site Visit #4 is aligned to the GCU Professional Dispositions of Learners, including: 1) High Expectations, 2) Respect for the Diversity of Others, 3) Fairness, 4) Professional Conduct, 5) Reflection, 6) Curiosity, 7) Honesty, 8) Compassion, 9) Advocacy, and 10) Dedication. The appropriate dispositions are documented on the evaluation instrument, according to the numeric order listed above, subsequent to each item.

4	Distinguished: Consistently observed; consistently exceeds expectations for a Teacher Candidate.	Performance 4 3 2 1 N/O
3	Proficient: Frequently observed; meets, sometimes exceeds, expectations for a Teacher Candidate.	
2	Basic: Occasionally observed; minimally meets expectations for a Teacher Candidate.	
1	Unsatisfactory: Not observed; does not meet expectations for a Teacher Candidate.	

N/O	Not Observed	
	The teacher candidate is punctual and reliable in attendance. (4,10)	
	The teacher candidate maintains a professional appearance. (4,10)	
	The teacher candidate demonstrates qualities of humor, empathy, and warmth. (5,8)	
	The teacher candidate is a thoughtful and responsive listener. (2,3,4,8,9)	
	The teacher candidate honors commitments. (4,9,10)	
	The teacher candidate communicates caring, concern, and a willingness to become involved with others. (1,2,9,10)	
	The teacher candidate collaborates effectively with other educators. (2,4,5,10)	
	The teacher candidate assumes responsibility when working with others. (5,4)	
	The teacher candidate communicates in ways that demonstrate respect for the feelings, ideas, and contributions of others. (1,2,3,4,6,8,9)	
	The teacher candidate respects the cultures of all students and is sensitive to cultural norms. (1,2,3,4,8,9)	
	The teacher candidate shows an interest in students and their communities. (1,2,3,4,7,8,9)	
	The teacher candidate treats students with dignity and respect at all times. (1,2,3,4,5,7,8,9)	
	The teacher candidate is patient when working with students. (4,5)	
	The teacher candidate creates a learning environment that is conducive to the development of students' self-confidence and competence. (1,2,3,4,8,9)	
	The teacher candidate uses a variety of instructional strategies to optimize student learning. (1,4,5)	
	The teacher candidate involves all students in learning. (1,2,3,4,5,6,7,8,9,10)	
	The teacher candidate is open to adjusting and revising plans to meet students' needs. (1,2,3,4,5,6,7,8,9,10)	
	The teacher candidate appears to view teaching as an important profession. (1,4,10)	
	The teacher candidate is willing to receive feedback and assessment of teaching. (1,4,5,10)	
	The teacher candidate wears appropriate classroom attire/ is well-groomed (4,10)	
Comments/ Recommendations:		

Standard #1: Learner Development

The teacher candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

The teacher candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	
Standard #2: Learning Differences	
The teacher candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	
The teacher candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	
The teacher candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	
Standard #3: Learning Environments	
The teacher candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	
The teacher candidate communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	
Standard #4: Content Knowledge	
The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	
The teacher candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	
The teacher candidate creates opportunities for students to learn, practice, and master academic language in their content.	
Standard #5: Application of Content	
The teacher candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	
The teacher candidate facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	
Standard #6: Assessment	
The teacher candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	
The teacher candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	
The teacher candidate prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.	
Standard #7: Planning for Instruction	

The teacher candidate plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	
The teacher candidate develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	
The teacher candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	
Standard #8: Instructional Strategies	
The teacher candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	
The teacher candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	
The teacher candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	
Standard #9: Professional Learning and Ethical Practice	
Independently and in collaboration with colleagues, The teacher candidate uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	
The teacher candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	
Standard #10: Leadership and Collaboration	
The teacher candidate uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	
The teacher candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	
Comments/ Recommendations:	

Elementary Education Placements Only: Undergraduate and Graduate	Performance				
Based on Standards from the Association of Childhood Education International (ACEI)	4	3	2	1	N/O
ACEI Standard 1: Development, Learning, and Motivation <i>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.</i>					
ACEI Standard 2.1: Reading, Writing, and Oral Language					

<p><i>Candidates demonstrate a high level of competence in 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.</i></p>	
<p>ACEI Standard 2.2: Science <i>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.</i></p>	
<p>ACEI Standard 2.3: Mathematics <i>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.</i></p>	
<p>ACEI Standard 2.4: Social Studies <i>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.</i></p>	
<p>ACEI Standard 2.5: The Arts <i>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.</i></p>	
<p>ACEI Standard 2.6: Health Education <i>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.</i></p>	
<p>ACEI Standard 2.7: Physical Education <i>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.</i></p>	
<p>ACEI Standard 3.1: Integrating and Applying Knowledge for Instruction <i>Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</i></p>	
<p>ACEI Standard 3.2: Adaptation to Diverse Students <i>Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</i></p>	
<p>ACEI Standard 3.3: Development of Critical Thinking and Problem Solving <i>Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.</i></p>	
<p>ACEI Standard 3.4: Active Engagement in Learning <i>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.</i></p>	
<p>ACEI Standard 3.5: Communication to Foster Collaboration <i>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</i></p>	
<p>ACEI Standard 4: Assessment for Instruction <i>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.</i></p>	
<p>ACEI Standard 5.1: Professional Growth, Reflection And Evaluation <i>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.</i></p>	
<p>Comments/ Recommendations:</p>	

Special Education Placements Only: Graduate Based on standards from the Council for Exceptional Children (CEC)	Performance 4 3 2 1 N/O				
CEC Standard 1: Foundations <i>Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.</i>					
CEC Standard 2: Development and Characteristics of Learners <i>Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN).</i>					
CEC Standard 3: Individual Learning Differences <i>Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.</i>					
CEC Standard 4: Instructional Strategies <i>Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula³ and to appropriately modify learning environments for individuals with ELN.</i>					
CEC Standard 5: Learning Environments and Social Interactions <i>Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN.</i>					
CEC Standard 6: Language <i>Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language.</i>					
CEC Standard 7: Instructional Planning <i>Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula.</i>					
CEC Standard 8: Assessment <i>Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.</i>					
CEC Standard 9: Professional and Ethical Practice <i>Special educators are guided by the profession's ethical and professional practice standards.</i>					
CEC Standard 10: Collaboration <i>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</i>					
Comments/ Recommendations:					

Middle School Placements Only: Undergraduate and Graduate Based on standards from the National Middle School Association (NMSA)	Performance 4 3 2 1 N/O				
NMSA Standard 1 Young Adolescent Development <i>Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.</i>					
NMSA Standard 2: Middle Level Philosophy and School Organization <i>Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.</i>					
NMSA Standard 3: Middle Level Curriculum and Assessment					

<i>Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.</i>	
NMSA Standard 4: Middle Level Teaching Fields <i>Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.</i>	
NMSA Standard 5: Middle Level Instruction and Assessment <i>Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.</i>	
NMSA Standard 6: Family and Community Involvement <i>Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young Adolescents.</i>	
NMSA Standard 7: Middle Level Professional Roles <i>Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.</i>	
Comments/ Recommendations:	

Secondary English Placements Only: Undergraduate or Graduate	Performance				
Based on standards from the National Council of Teachers of English (NCTE)	4	3	2	1	N/O
NCTE Standard 1: English Language Arts (ELA) Candidate Program Structure <i>Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.</i>					
NCTE Standard 2: ELA Candidate Attitudes <i>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.</i>					
NCTE Standard 3: ELA Candidate Knowledge <i>Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.</i>					
NCTE Standard 4: ELA Candidate Pedagogy <i>Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.</i>					
Comments/ Recommendations:					

Secondary Math Placements Only: Undergraduate or Graduate	Performance				
Based on standards from the National Council of Teachers of Mathematics (NCTM)	4	3	2	1	N/O
NCTM Standard 1: Knowledge of Mathematical Problem Solving <i>Candidates know, understand, and apply the process of mathematical problem solving.</i>					
NCTM Standard 2: Knowledge of Reasoning and Proof <i>Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.</i>					
NCTM Standard 3: Knowledge of Mathematical Communication <i>Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others.</i>					
NCTM Standard 4: Knowledge of Mathematical Connections <i>Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside</i>					

<i>mathematics to build mathematical understanding.</i>	
NCTM Standard 5: Knowledge of Mathematical Representation <i>Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.</i>	
NCTM Standard 6: Knowledge of Technology <i>Candidates embrace technology as an essential tool for teaching and learning mathematics.</i>	
NCTM Standard 7: Dispositions <i>Candidates support a positive disposition toward mathematical processes and mathematical learning.</i>	
NCTM Standard 8: Knowledge of Mathematics Pedagogy <i>Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.</i>	
NCTM Standard 9: Knowledge of Number and Operation <i>Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and meanings of operations.</i>	
NCTM Standard 10: Knowledge of Different Perspectives on Algebra <i>Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.</i>	
NCTM Standard 11: Knowledge of Geometries <i>Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.</i>	
NCTM Standard 12: Knowledge of Calculus <i>Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in the techniques and application of the calculus.</i>	
NCTM Standard 13: Knowledge of Discrete Mathematics <i>Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.</i>	
NCTM Standard 14: Knowledge of Data Analysis, Statistics, and Probability <i>Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.</i>	
NCTM Standard 15: Knowledge of Measurement <i>Candidates apply and use measurement concepts and tools.</i>	
Comments/ Recommendations:	

Secondary Social Studies Placements Only: Undergraduate or Graduate	Performance				
	4	3	2	1	N/O
Based on standards from the National Council for the Social Studies (NCSS)					
NCSS Theme 1: Culture and Cultural Diversity <i>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.</i>					
NCSS Theme 2: Time, Continuity, and Change <i>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.</i>					
NCSS Theme 3: People, Places, and Environments <i>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.</i>					
NCSS Theme 4: Individual Development and Identity <i>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.</i>					
NCSS Theme 5: Individuals, Groups, and Institutions <i>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.</i>					
NCSS Theme 6: Power, Authority, and Governance <i>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.</i>					
NCSS Theme 7: Production, Distribution, and Consumption <i>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 goods and services.</i>					

<p>NCSS Theme 8: Science, Technology, and Society <i>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.</i></p>	
<p>NCSS Theme 9: Global Connections <i>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.</i></p>	
<p>NCSS Theme 10: Civic Ideals and Practices <i>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.</i></p>	
<p>Comments/ Recommendations:</p>	

<p>Secondary Science Placements Only: Undergraduate or Graduate</p> <p>Based on standards from the National Science Teachers Association (NSTA)</p>	Performance				
	4	3	2	1	N/O
<p>NSTA Standard 1: Content <i>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.</i></p>					
<p>NSTA Standard 2: Nature of Science <i>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.</i></p>					
<p>NSTA Standard 3: Inquiry <i>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.</i></p>					
<p>NSTA Standard 4: Issues <i>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.</i></p>					
<p>NSTA Standard 5: General Skills of Teaching <i>Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies.</i></p>					
<p>NSTA Standard 6: Curriculum <i>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.</i></p>					
<p>NSTA Standard 7: Science in the Community <i>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.</i></p>					
<p>NSTA Standard 8: Assessment <i>Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements 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.</i></p>					
<p>NSTA Standard 9: Safety and Welfare <i>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.</i></p>					
<p>NSTA Standard 10: Professional Growth <i>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.</i></p>					
<p>Comments/ Recommendations:</p>					

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Secondary Physical Education Placements Only: Undergraduate or Graduate Based on standards from the National Association for Sport and Physical Education (NASPE)	Performance 4 3 2 1 N/O
NASPE Standard 1: Scientific and Theoretical Knowledge <i>Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.</i>	
NASPE Standard 2: Skill and Fitness Based Competence <i>Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.</i>	
NASPE Standard 3: Planning and Implementation <i>Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.</i>	
NASPE Standard 4: Instructional Delivery and Management <i>Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.</i>	
NASPE Standard 5: Impact on Student Learning <i>Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.</i>	
NASPE Standard 6: Professionalism <i>Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.</i>	
Comments/ Recommendations: 	

<p>3. PERFORMANCE EXPECTATIONS: Describe the level of performance necessary to demonstrate increased aptitude.</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Additional Comments:</p>
<p>4. IMPLEMENTATION STRATEGIES*: Describe methods and timeframe for meeting each competency area.</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Additional Comments:</p>
<p>5. ADDITIONAL SUPPORT SERVICES and RESOURCES:</p> <p>1.</p> <p>2.</p>
<p>Additional Comments:</p>
<p>POTENTIAL CONSEQUENCE(S) of NON-PERFORMANCE:</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Additional Comments:</p>

***Implementation Strategy Examples:**

- | | |
|----------------------------------|--------------------------------|
| Observe veteran teachers | Journal Articles |
| Increase observation time | Text readings |
| Reduce primary teaching duties | Development of management plan |
| Detailed lesson plans | Interviews |
| Reflection Journal with comments | Teacher Shadow |
| Work Sample Portfolio | |
| Essay/Paper | |

RECORD OF INTERACTION(S):

Note all interactions between plan participants reflective of the plan during plan implementation. Include dates and description of interaction.

- 1.
- 2.
- 3.

RECORD OF PLAN OUTCOME:

Upon completion of the plan, describe the outcome in detail and include the date.

Additional Comments:

Teacher Candidate Signature: _____ **Date:** _____

GCU Faculty Supervisor Signature: _____ **Date:** _____

Cooperating Teacher Signature: _____ **Date:** _____

GCU Teacher Candidate Progress Form

Week: _____ Date: _____

Teacher Candidate: _____

Cooperating Teacher: _____

The GCU Teacher Candidate Progress Form has been designed as a communication tool for mentoring and coaching. After checking the items listed under each Professional Disposition, please write a brief comment that provides specific guidance to the Teacher Candidate.

Professional Dispositions	<p>High Expectations</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Believe that all students can learn</i> <input type="checkbox"/> <i>Set and support realistic expectations for student success</i> <input type="checkbox"/> <i>Expectations are communicated in positive ways</i> 	<p>Respect for the Diversity of Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Sensitive to individual learning and social needs of students</i> <input type="checkbox"/> <i>Embrace the cultural diversity of the community.</i> <input type="checkbox"/> <i>Develop and maintain educational communities marked by respect for others.</i> <input type="checkbox"/> <i>Interact with their students, fellow educators, administrators, parents, and other community members with courtesy and civility</i> <input type="checkbox"/> <i>Establish relationships characterized by respect and rapport</i>
	<p>Fairness</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Promote social justice and equity</i> <input type="checkbox"/> <i>Maintain appropriate standards of confidentiality</i> <input type="checkbox"/> <i>Exercise fairness in all areas including assessment</i> 	<p>Professional Conduct</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Exercise sound judgment and ethical behavior</i> <input type="checkbox"/> <i>A positive role model within the community</i>
	<p>Reflection</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Recognize that reflection combined with experience leads to growth as a professional</i> <input type="checkbox"/> <i>Is thoughtful about their professional practice, critically examine it, and seek continual improvement.</i> 	<p>Curiosity</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Promote and support curiosity and encourage active inquiry</i> <input type="checkbox"/> <i>Think innovatively and creatively, using critical thinking as a problem-solving approach</i>
	<p>Honesty</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Model integrity by their words and actions</i> <input type="checkbox"/> <i>Is forthright with others and uphold high standards of trust, character, and integrity.</i> 	<p>Compassion</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Demonstrate professional friendliness, warmth, and genuine caring in their relationships with others</i> <input type="checkbox"/> <i>Provides intellectual, emotional, and spiritual support</i>
	<p>Advocacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Promote positive change in schools and communities that benefit the welfare of others</i> 	<p>Dedication</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Committed to the profession of teaching and learning</i> <input type="checkbox"/> <i>Professionally active, lifelong learners and seek opportunities for professional development</i>

Identify two areas of instructional strength your Teacher Candidate demonstrated this week (Indicate with a “+”). Then identify one area that the Teacher Candidate needs to focus on the next week (Indicate with a “✓”). Refer to the Teacher Candidate Collaborative Evaluation Instrument Rubric in the Student Teaching Manual for additional information.

Instructional Development Scale	Area:	
	Designs and Plans Instruction (Section II, INTASC Principle 7 in rubric)	
	1. Plans lessons and activities to address variation in learning styles and performance modes	
	2. Develops plans that are appropriate for curriculum goals	
	3. Develops plans that are based on effective instruction	
	4. Adjusts plans to respond to unanticipated sources of input and/or student needs	
	5. Develops short and long-range plans	
	Creates and Maintains a Learning Climate (Section II, INTASC Principle 5 in rubric)	
	1. Selects and uses multiple teaching and learning strategies to encourage students in critical thinking and problem solving	
	2. Encourages students to assume responsibility for identifying and using learning resources	
	3. Assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.	
	Implements and Manages Instruction and Assessment (Section II, INTASC Principles 4 & 8 in rubric)	
	1. Selects, constructs, and uses assessment strategies appropriate to the learning outcomes	
	2. Uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction	
	3. Uses assessment strategies to involve learners in self-assessment activities	
	4. Encourage students to set personal goals for learning	
	5. Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning, and analysis of student work	
	6. Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly	
7. Solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students		

If there are attributes or instructional competencies that need more attention, please provide explicit examples of how the Teacher Candidate may strengthen this area. For example: Are of Concern – pacing	
Vague suggestion: Your lesson ran long. Remember, pacing is important so watch the clock.	Explicit written directions: Have your materials ready. Outline your procedures. Make a timeline and keep the clock in sight.

Teacher Candidate Signature

Cooperating Teacher Signature