

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Hayley Briar STUDENT NUMBER 20490986

PROGRAM: Bachelor of Science in Elementary Education and Special Education

COURSE: EED-480NA START DATE: 8/16/2021 END DATE: 10/10/2021

COOPERATING SCHOOL NAME: Jackson Elementary School

SCHOOL STATE: California

COOPERATING TEACHER/MENTOR NAME: Sharon Tevis

GCU FACULTY SUPERVISOR NAME: Katrina Onyekwelu

FOR COURSE INSTRUCTORS ONLY:			
EVALUATION 2D TOTAL POINTS	270 points	90	%

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Hayley Briar

STUDENT NUMBER 20490986

### Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

<b>No Evidence</b> <i>(The GCU Faculty Supervisor should create a plan with the Teacher Candidate to determine how the Teacher Candidate will meet this standard in future evaluations)</i>	<b>Ineffective</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Foundational</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Emerging</b> <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	<b>Proficient</b> <i>(Target level for Teacher Candidates)</i>	<b>Distinguished</b> <i>(Usually reserved for master Teacher Candidates)</i>
<b>0</b>	<b>1 to 49</b>	<b>50 to 69</b>	<b>70 to 79</b>	<b>80 to 92</b>	<b>93 to 100</b>
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

<b>Standard 1: Student Development</b>	<b>Score</b>
<b>1.1</b> Teacher candidates create developmentally appropriate instruction that takes into account individual students' strengths, interests, and needs and enables each student to advance and accelerate his or her learning.	90
<b>1.2</b> Teacher candidates collaborate with families, communities, colleagues, and other professionals to promote student growth and development.	100
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Hayley Briar STUDENT NUMBER 20490986

### Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

<b>No Evidence</b> <i>(The GCU Faculty Supervisor should create a plan with the Teacher Candidate to determine how the Teacher Candidate will meet this standard in future evaluations)</i>	<b>Ineffective</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Foundational</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Emerging</b> <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	<b>Proficient</b> <i>(Target level for Teacher Candidates)</i>	<b>Distinguished</b> <i>(Usually reserved for master Teacher Candidates)</i>
<b>0</b>	<b>1 to 49</b>	<b>50 to 69</b>	<b>70 to 79</b>	<b>80 to 92</b>	<b>93 to 100</b>
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

<b>Standard 2: Learning Differences</b>	<b>Score</b>
<b>2.1</b> Teacher candidates design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.	90
<b>2.2</b> Teacher candidates incorporate language development tools into planning and instruction, including strategies for making content accessible to English language students and for evaluating and supporting their development of English proficiency.	95
<b>2.3</b> Teacher candidates access resources, supports, specialized assistance and services to meet particular learning differences or needs.	85
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Hayley Briar STUDENT NUMBER 20490986

### Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

<b>No Evidence</b> <i>(The GCU Faculty Supervisor should create a plan with the Teacher Candidate to determine how the Teacher Candidate will meet this standard in future evaluations)</i>	<b>Ineffective</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Foundational</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Emerging</b> <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	<b>Proficient</b> <i>(Target level for Teacher Candidates)</i>	<b>Distinguished</b> <i>(Usually reserved for master Teacher Candidates)</i>
<b>0</b>	<b>1 to 49</b>	<b>50 to 69</b>	<b>70 to 79</b>	<b>80 to 92</b>	<b>93 to 100</b>
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

<b>Standard 3: Learning Environments</b>	<b>Score</b>
<b>3.1</b> Teacher candidates manage the learning environment to actively and equitably engage students by organizing, allocating, and coordinating the resources of time, space, and students' attention.	100
<b>3.2</b> Teacher candidates communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment.	100
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Hayley Briar

STUDENT NUMBER 20490986

### Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

<b>No Evidence</b> <i>(The GCU Faculty Supervisor should create a plan with the Teacher Candidate to determine how the Teacher Candidate will meet this standard in future evaluations)</i>	<b>Ineffective</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Foundational</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Emerging</b> <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	<b>Proficient</b> <i>(Target level for Teacher Candidates)</i>	<b>Distinguished</b> <i>(Usually reserved for master Teacher Candidates)</i>
<b>0</b>	<b>1 to 49</b>	<b>50 to 69</b>	<b>70 to 79</b>	<b>80 to 92</b>	<b>93 to 100</b>
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

<b>Standard 4: Content Knowledge</b>	<b>Score</b>
<b>4.1</b> Teacher candidates stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students' experiences.	<b>95</b>
<b>4.2</b> Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students.	<b>85</b>
<b>4.3</b> Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area.	<b>90</b>
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Hayley Briar STUDENT NUMBER 20490986

### Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

<b>No Evidence</b> <i>(The GCU Faculty Supervisor should create a plan with the Teacher Candidate to determine how the Teacher Candidate will meet this standard in future evaluations)</i>	<b>Ineffective</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Foundational</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Emerging</b> <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	<b>Proficient</b> <i>(Target level for Teacher Candidates)</i>	<b>Distinguished</b> <i>(Usually reserved for master Teacher Candidates)</i>
<b>0</b>	<b>1 to 49</b>	<b>50 to 69</b>	<b>70 to 79</b>	<b>80 to 92</b>	<b>93 to 100</b>
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

<b>Standard 5: Application of Content</b>	<b>Score</b>
<b>5.1</b> Teacher candidates engage students in applying content knowledge to real-world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	<b>90</b>
<b>5.2</b> Teacher candidates facilitate students' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	<b>90</b>
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Hayley Briar STUDENT NUMBER 20490986

### Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

<b>No Evidence</b> <i>(The GCU Faculty Supervisor should create a plan with the Teacher Candidate to determine how the Teacher Candidate will meet this standard in future evaluations)</i>	<b>Ineffective</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Foundational</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Emerging</b> <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	<b>Proficient</b> <i>(Target level for Teacher Candidates)</i>	<b>Distinguished</b> <i>(Usually reserved for master Teacher Candidates)</i>
<b>0</b>	<b>1 to 49</b>	<b>50 to 69</b>	<b>70 to 79</b>	<b>80 to 92</b>	<b>93 to 100</b>
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

<b>Standard 6: Assessment</b>	<b>Score</b>
<b>6.1</b> Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.	90
<b>6.2</b> Teacher candidates work independently and collaboratively to examine test and other performance data to understand each student's progress and to guide planning.	80
<b>6.3</b> Teacher candidates prepare all students for the demands of particular assessment formats and make appropriate modifications in assessments or testing conditions especially for students with disabilities and language learning needs.	90
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Hayley Briar

STUDENT NUMBER 20490986

### Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

<b>No Evidence</b> <i>(The GCU Faculty Supervisor should create a plan with the Teacher Candidate to determine how the Teacher Candidate will meet this standard in future evaluations)</i>	<b>Ineffective</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Foundational</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Emerging</b> <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	<b>Proficient</b> <i>(Target level for Teacher Candidates)</i>	<b>Distinguished</b> <i>(Usually reserved for master Teacher Candidates)</i>
<b>0</b>	<b>1 to 49</b>	<b>50 to 69</b>	<b>70 to 79</b>	<b>80 to 92</b>	<b>93 to 100</b>
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

<b>Standard 7: Planning for Instruction</b>	<b>Score</b>
<b>7.1</b> Teacher candidates plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students.	90
<b>7.2</b> Teacher candidates develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.	90
<b>7.3</b> Teacher candidates plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest.	85
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>	



COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Hayley Briar STUDENT NUMBER 20490986

### Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

<b>No Evidence</b> <i>(The GCU Faculty Supervisor should create a plan with the Teacher Candidate to determine how the Teacher Candidate will meet this standard in future evaluations)</i>	<b>Ineffective</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Foundational</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Emerging</b> <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	<b>Proficient</b> <i>(Target level for Teacher Candidates)</i>	<b>Distinguished</b> <i>(Usually reserved for master Teacher Candidates)</i>
<b>0</b>	<b>1 to 49</b>	<b>50 to 69</b>	<b>70 to 79</b>	<b>80 to 92</b>	<b>93 to 100</b>
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

<b>Standard 8: Instructional Strategies</b>	<b>Score</b>
<b>8.1</b> Teacher candidates vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content, purpose of instruction, and student needs	80
<b>8.2</b> Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	80
<b>8.3</b> Teacher candidates ask questions to stimulate discussion that serve different purposes (e.g., probing for student understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question).	90
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Hayley Briar STUDENT NUMBER 20490986

### Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

<b>No Evidence</b> <i>(The GCU Faculty Supervisor should create a plan with the Teacher Candidate to determine how the Teacher Candidate will meet this standard in future evaluations)</i>	<b>Ineffective</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Foundational</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Emerging</b> <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	<b>Proficient</b> <i>(Target level for Teacher Candidates)</i>	<b>Distinguished</b> <i>(Usually reserved for master Teacher Candidates)</i>
<b>0</b>	<b>1 to 49</b>	<b>50 to 69</b>	<b>70 to 79</b>	<b>80 to 92</b>	<b>93 to 100</b>
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

<b>Standard 9: Professional Learning and Ethical Practice</b>	<b>Score</b>
<b>9.1</b> Independently and in collaboration with colleagues, teacher candidates use a variety of data (e.g., systematic observation, information about students, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	<b>95</b>
<b>9.2</b> Teacher candidates actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	<b>90</b>
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Hayley Briar STUDENT NUMBER 20490986

### Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

<b>No Evidence</b> <i>(The GCU Faculty Supervisor should create a plan with the Teacher Candidate to determine how the Teacher Candidate will meet this standard in future evaluations)</i>	<b>Ineffective</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Foundational</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Emerging</b> <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	<b>Proficient</b> <i>(Target level for Teacher Candidates)</i>	<b>Distinguished</b> <i>(Usually reserved for master Teacher Candidates)</i>
<b>0</b>	<b>1 to 49</b>	<b>50 to 69</b>	<b>70 to 79</b>	<b>80 to 92</b>	<b>93 to 100</b>
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

<b>Standard 10: Leadership and Collaboration</b>	<b>Score</b>
<b>10.1</b> Teacher candidates use technological tools and a variety of communication strategies to build local and global learning communities that engage students, families, and colleagues.	90
<b>10.2</b> Teacher candidates advocate to meet the needs of students, to strengthen the learning environment, and to enact system change.	90
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Hayley Briar

STUDENT NUMBER 20490986

Grand Canyon University: Impact on Student Learning					
<b>No Evidence</b> <i>(The GCU Faculty Supervisor should create a plan with the Teacher Candidate to determine how the Teacher Candidate will meet this standard in future evaluations)</i>	<b>Ineffective</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Foundational</b> <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	<b>Emerging</b> <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	<b>Proficient</b> <i>(Target level for Teacher Candidates)</i>	<b>Distinguished</b> <i>(Usually reserved for master Teacher Candidates)</i>
<b>No Evidence</b>	<b>1 to 49</b>	<b>50 to 69</b>	<b>70 to 79</b>	<b>80 to 92</b>	<b>93 to 100</b>
There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.	The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.

Grand Canyon University: Impact on Student Learning	Score	No Evidence
Teacher candidates demonstrate an understanding of their impact on student learning as evidenced in the Student Teaching Evaluation of Performance (STEP) and other formative and summative assessments.	90	
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>		

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Hayley Briar STUDENT NUMBER 20490986

### INSTRUCTIONS

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

**Total Scored Percentage:**

**90 %**

### ATTACHMENTS

**Clinical Practice Time Log:  
(Required)**

*(The GCU Faculty Supervisors should not submit the final evaluation until the Teacher Candidate has completed the number of days required by their program)*



**Attachment 1:  
(Optional)**

**Attachment 2:  
(Optional)**

### AGREEMENT AND SIGNATURE

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

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

**GCU Faculty Supervisor E-Signature**

  
Katriņa Onyekwelu (Oct 14, 2021 16:49 PDT)

**Date**

**Oct 14, 2021**



# Clinical Practice Time Log

8 Week Course

35-40 days per session, 75 total days required

STUDENT NAME (Last, First, Middle): <u>Brian, Hayley Ann</u>		STUDENT ID: <u>20490986</u>		PROGRAM OF STUDY: <u>Bachelor of Science in Elementary Education + Special Education</u>							
COOPERATING TEACHER/MENTOR NAME: <u>Sharon Tevis</u>		SCHOOL: <u>Jackson Elementary</u>		GRADE: <u>2nd Grade</u>							
PLACEMENT START DATE: <u>8/9/21</u>		COURSE START DATE: <u>8/16/21</u>		GCU FACULTY SUPERVISOR: <u>Katrina Dyekwele</u>							
COOPERATING TEACHER CONTRACTED HOURS (i.e. 8:00 am - 3:00 pm): 1 Full Contracted Day = <u>7</u> hours		to: <u>7:50 AM</u>		to: <u>3:20 PM</u>							
KEY	WEEKS	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
X = Full Day Attendance in the placement following Cooperating Teacher contracted hours listed above.	Dates	8/9-8/13	8/16-8/20	8/30-9/3	9/6-9/10	9/13-9/17	9/20-9/24	9/27-10/1	10/4-10/8	10/11-10/13	
PD = Partial Day* Include number of hours completed for the day. (i.e. PD 3).	Monday	X	X	X	DH	X	O	X	X	PD 6	
IW = Inclement Weather*	Tuesday	X	X	X	X	X	X	X	X	X	
DH = District Holiday*	Wednesday	X	X	X	X	X	X	X	X	X	
IL = Illness*	Thursday	X	X	X	X	X	IL	X	O		
O = Other*	Friday	X	X	X	IL	X	X	X	O		
*Missed time/days must be made up	Days completed	5	5	5	3	5	3	5	3	3	
	Cooperating Teacher/Mentor Initials	HT	HT	HT	HT	HT	HT	HT	HT	HT	

Total Number of Days Completed: 37

Sign once time requirement has been met. I hereby certify that the GCU Teacher Candidate has completed the required number of days for Session A/B:

Cooperating Teacher Name: Sharon Tevis Signature: Sharon Tevis Date: 10-13-21  
 Teacher Candidate Name: Hayley Brian Signature: Hayley Brian Date: 10/13/21  
 GCU Faculty Supervisor Name: K.L. Dyekwele Signature: K.L. Dyekwele Date: 10/14/21

The GCU Faculty Supervisor will not submit Clinical Practice Evaluation #2/#4 until the time requirement has been met.