

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kyauna Turner

STUDENT NUMBER 20570654

PROGRAM: Master of Education in Secondary Education

COURSE: SEC-590

START DATE: 9/5/2019

END DATE: 12/18/2019

COOPERATING SCHOOL NAME: Columbia High School

SCHOOL STATE: Washington

COOPERATING TEACHER/MENTOR NAME: William Wadlington

GCU FACULTY SUPERVISOR NAME: Vicki Cook

FOR COURSE INSTRUCTORS ONLY:

EVALUATION 2S TOTAL  
POINTS

91.91 points

91.91 %

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kyauna Turner

STUDENT NUMBER 20570654

**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>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.

<b>Standard 1: Student Development</b>	<b>Score</b>	<b>No Evidence</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	<input type="checkbox"/>
<b>1.2</b> Teacher candidates collaborate with families, communities, colleagues, and other professionals to promote student growth and development.	95	<input type="checkbox"/>
<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 Kyauna Turner

STUDENT NUMBER 20570654

### 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>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.

<b>Standard 2: Learning Differences</b>	<b>Score</b>	<b>No Evidence</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	<input type="checkbox"/>
<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.		<input checked="" type="checkbox"/>
<b>2.3</b> Teacher candidates access resources, supports, specialized assistance and services to meet particular learning differences or needs.	92	<input type="checkbox"/>
<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 Kyauna Turner

STUDENT NUMBER 20570654

**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>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.

<b>Standard 3: Learning Environments</b>	<b>Score</b>	<b>No Evidence</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.	90	<input type="checkbox"/>
<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.	95	<input type="checkbox"/>
<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 Kyauna Turner

STUDENT NUMBER 20570654

### 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>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.

<b>Standard 4: Content Knowledge</b>	<b>Score</b>	<b>No Evidence</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.	92	<input type="text"/>
<b>4.2</b> Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students.	90	<input type="text"/>
<b>4.3</b> Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area.	95	<input type="text"/>
<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 Kyauna Turner

STUDENT NUMBER 20570654

### 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>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.

<b>Standard 5: Application of Content</b>	<b>Score</b>	<b>No Evidence</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).	90	<input type="checkbox"/>
<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.		<input checked="" type="checkbox"/>
<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 Kyauna Turner

STUDENT NUMBER 20570654

### 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>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.

<b>Standard 6: Assessment</b>	<b>Score</b>	<b>No Evidence</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	<input type="text"/>
<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.	94	<input type="text"/>
<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	<input type="text"/>
<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 Kyauna Turner

STUDENT NUMBER 20570654

### 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>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.

<b>Standard 7: Planning for Instruction</b>	<b>Score</b>	<b>No Evidence</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.	92	<input type="checkbox"/>
<b>7.2</b> Teacher candidates develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.	90	<input type="checkbox"/>
<b>7.3</b> Teacher candidates plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest.	92	<input type="checkbox"/>
<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 Kyauna Turner

STUDENT NUMBER 20570654

### 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>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.

<b>Standard 8: Instructional Strategies</b>	<b>Score</b>	<b>No Evidence</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	90	<input type="checkbox"/>
<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.	93	<input type="checkbox"/>
<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).	93	<input type="checkbox"/>
<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 Kyauna Turner

STUDENT NUMBER 20570654

**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>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.

<b>Standard 9: Professional Learning and Ethical Practice</b>	<b>Score</b>	<b>No Evidence</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.	92	<input type="checkbox"/>
<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.	95	<input type="checkbox"/>
<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 Kyauna Turner

STUDENT NUMBER 20570654

### 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>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.

<b>Standard 10: Leadership and Collaboration</b>	<b>Score</b>	<b>No Evidence</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.	92	<input type="checkbox"/>
<b>10.2</b> Teacher candidates advocate to meet the needs of students, to strengthen the learning environment, and to enact system change.		<input checked="" type="checkbox"/>
<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 Kyauna Turner

STUDENT NUMBER 20570654

<b>Grand Canyon University: Impact on Student Learning</b>					
<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.

<b>Grand Canyon University: Impact on Student Learning</b>	<b>Score</b>	<b>No Evidence</b>
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.	<b>95</b>	<input type="checkbox"/>
<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 Kyauna Turner

STUDENT NUMBER 20570654

**INSTRUCTIONS**

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

**Total Scored Percentage:**

**91.91 %**

**ATTACHMENTS**

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



**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**

*Dr. Vicki L. Cook*  
Dr. Vicki L. Cook (Oct 14, 2019)

**Date**

**Oct 14, 2019**





**Clinical Practice Time Log**  
**15 Week Course**  
**70 day requirement over the full experience.**

STUDENT NAME (Last, First, Middle): <u>Turner, Kyanna Rae</u>		STUDENT ID:		PROGRAM OF STUDY: <u>Master of secondary education (M.Ed.)</u>													
PLACEMENT INFORMATION # <u>206</u>		SCHOOL: <u>Columbia Jr Senior High</u>		GRADE: <u>7 - 11/12</u>													
COOPERATING TEACHER NAME: <u>William Wadlington</u>		START DATE: <u>8/26</u>		GCU SUPERVISOR NAME: <u>Vicki Cook</u>													
KEY: Present use: X= student contact or teacher contract day. Absent use: IW=incliment weather, DH=district holiday, IL = illness, O = Other																	
WEEK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17
Dates	8/26-8/30	9/1-9/6	9/9-9/13	9/16-9/20	9/23-9/27	9/30-10/4	10/7-10/11	10/14-10/18	10/21-10/25	10/28-11/1	11/4-11/8	11/11-11/15	11/18-11/22	11/25-12/2	12/2-12/9	12/9-12/13	12/16-12/20
Monday	X <sup>1</sup>	DH	X <sup>3</sup>	X <sup>4</sup>	X <sup>5</sup>	X <sup>6</sup>	persona day off	X <sup>8</sup>				DH					
Tuesday	X <sup>2</sup>	X <sup>4</sup>	X <sup>7</sup>	X <sup>10</sup>	X <sup>11</sup>	X <sup>12</sup>	X <sup>14</sup>										
Wednesday	X <sup>3</sup>	X <sup>7</sup>	X <sup>10</sup>	X <sup>13</sup>	X <sup>16</sup>	X <sup>17</sup>	X <sup>19</sup>										
Thursday	X <sup>4</sup>	X <sup>8</sup>	X <sup>11</sup>	X <sup>14</sup>	X <sup>17</sup>	X <sup>20</sup>	X <sup>23</sup>										
Friday	X <sup>5</sup>	X <sup>9</sup>	X <sup>12</sup>	X <sup>15</sup>	DH	X <sup>18</sup>	X <sup>21</sup>							DH			
Days to be made-up due to absences	0	1	0	0	1	0	1					1		2			
Cooperating Teacher's Initials	WJW	WJW	WJW	WJW	WJW	WJW	WJW										

Total Number of Days Completed: 33 days

I hereby certify that the above mentioned GCU Teacher Candidate has completed the required weeks of Clinical Practice (Student Teaching):

Cooperating Teacher Name: William J. Wadlington Signature: William J. Wadlington Date: 10-14-19  
 Teacher Candidate Name: Kyanna Turner Signature: Kyanna Turner Date: 10-14-19  
 GCU Faculty Supervisor Name: Vicki Cook Signature: Vicki Cook Ed.D. Date: 10-14-19



**GCU College of Education**  
**LESSON PLAN TEMPLATE**

---

**Section 1: Lesson Preparation**

<b>Teacher Candidate Name:</b>	Kyauna Turner
<b>Grade Level:</b>	7 <sup>th</sup> grade
<b>Date:</b>	October 2, 2019
<b>Unit/Subject:</b>	Life Sciences: Ecology Unit
<b>Instructional Plan Title:</b>	Energy, Producers, and Consumers
<b>Lesson Summary and Focus:</b>	Students have just been introduced to the study of interactions between organisms and between living factors (biotic) and their non living (abiotic) environment. The energy, producers, and consumers lesson is going to introduce the core idea that organisms interact with their environment to obtain energy that powers life's processes as well as content specific vocabulary students will need to better understand the flow of energy in ecosystems.
<b>Classroom and Student Factors/Grouping:</b>	The 7th grade class has 9 total students. The class is predominantly white with a couple Native American students. No IEP's, ELLs, or gifted students and one behavioral concern. All but one student is low socioeconomic level. I have been informed that several students have high ACE scores and trauma backgrounds (Dr. Waddington, 2019). These factors affect planning, teaching, and guide the accommodations and differentiation of how the material is presented as well as how students will display understanding. As a result of these classroom factors, students in this class commonly can't get basic school supplies, do not have computers or internet at home, lack parent/family involvement, and often need extra social and emotional support. I take all of these things into consideration when facilitating learning for all students.



**GCU College of Education**  
**LESSON PLAN TEMPLATE**

---

<p><b>National/State Learning Standards:</b></p>	<p><i>Review national and state standards to become familiar with the standards you will be working with in the classroom environment.</i></p> <p><i>Your goal in this section is to identify the standards that are the focus of the lesson being presented. Standards must address learning initiatives from one or more content areas, as well as align with the lesson's learning targets/objectives and assessments.</i></p> <p><i>Include the standards with the performance indicators and the standard language in its entirety.</i></p> <p>WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p>RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>Next Generation Science Standards. (2013). Middle school life science [PDF]. Retrieved from <a href="https://www.nextgenscience.org/sites/default/files/MS%20LS%20DCI%20combinedf.pdf">https://www.nextgenscience.org/sites/default/files/MS%20LS%20DCI%20combinedf.pdf</a></p>
<p><b>Specific Learning Target(s)/Objectives:</b></p>	<p>Given a picture of an environment students will be able to construct an explanation that predicts patterns of interactions among organisms and their physical environment.</p> <p>Students will be able to examine and convey interdependent relationships within an ecosystem through writing.</p> <p>Given a specific topic and question, students will be able to conduct a short research project to answer the question.</p> <p>Students will be able to orally summarize the central ideas of a text.</p>





**GCU College of Education**  
**LESSON PLAN TEMPLATE**

<b>Academic Language</b>	<p><b><i>In this section, include a bulleted list of the general academic vocabulary and content-specific vocabulary you need to teach. In a few sentences, describe how you will teach students those terms in the lesson.</i></b></p> <p>I will use Vocabulary's four-phase learning sequence to deepen students understanding of the following content specific terms. Connect, Organize, Deep-process, Exercise)</p> <ul style="list-style-type: none"><li>• <b>Interdependent</b></li><li>• <b>Autotroph</b></li><li>• <b>Primary producer</b></li><li>• <b>Photosynthesis</b></li><li>• <b>Chemosynthesis</b></li><li>• <b>Heterotrophs</b></li><li>• <b>Consumers</b></li><li>• <b>Carnivores</b></li><li>• <b>Herbivores</b></li><li>• <b>Scavenger</b></li><li>• <b>Omnivore</b></li><li>• <b>Decomposer</b></li><li>• <b>detritivore</b></li></ul>
<b>Resources, Materials, Equipment, and Technology:</b>	<p><b><i>List all resources, materials, equipment, and technology you <u>and the</u> students will use during the lesson. As required by your instructor, add or attach copies of ALL printed and online materials at the end of this template. Include links needed for online resources.</i></b></p> <ol style="list-style-type: none"><li>1. Miller and Levine. (2014). Biology. Lake Tahoe, NV: Pearson</li><li>2. Assortment of wildlife and science magazines</li><li>3. Computer and projector</li><li>4. Printed vocabulary terms and definitions – see attachment</li><li>5. Index cards</li><li>6. Glue</li><li>7. Scissors</li><li>8. Whiteboard and dry erase markers</li><li>9. Chromebooks</li><li>10. Printed research topic and question cards-see attachment</li><li>11. Student science notebooks</li><li>12. Online resource <a href="https://worldofecologyais.weebly.com/energy-producers-and-consumers.html">https://worldofecologyais.weebly.com/energy-producers-and-consumers.html</a></li></ol>



**GCU College of Education**  
**LESSON PLAN TEMPLATE**

--	--

**Section 2: Instructional Planning**

<b>Anticipatory Set</b>	<b>Time Needed</b>
<ul style="list-style-type: none"> <li>I will ask students to “see what they can find.” Using an environment picture from a wildlife or science magazine students will be asked to identify the biotic and abiotic factors in the picture as well as convey their ideas about the interactions occurring between the living and non-living factors identified. I will have students share their ideas and I will write them on the board. <b>Slide with directions and science notebook entry questions.</b></li> </ul>	<b>10 minutes</b>
<b>Multiple Means of Representation</b>	<b>Time Needed</b>
<ul style="list-style-type: none"> <li>I will use a science notebook entry task that requires students to apply previously taught material and to help students make connections to new material.</li> <li>I will use <b>Google Slides</b> to provide a visual component for directions, questions, and review.</li> <li>I will use a concept map (we will construct this together as a class on the whiteboard) to help students organize vocabulary and make connections between ideas.</li> <li>I will use <b>vocabulary terms and definition</b> drill cards to help students practice vocabulary terms</li> <li>Students will conduct mini research to answer a question using Chromebooks and online sources or their textbook.</li> </ul> <p><i>Explain how you will differentiate materials for each of the following groups:</i></p> <ul style="list-style-type: none"> <li>English language learners (ELL)             <ol style="list-style-type: none"> <li>Provide clear learning objective and language objective</li> <li>Use visuals</li> <li>Honor silent period</li> <li>Scaffold with cognates when appropriate</li> </ol> </li> </ul>	



**GCU College of Education**  
**LESSON PLAN TEMPLATE**

<ul style="list-style-type: none"> <li>e. Pre-teach vocabulary</li> <li>f. Provide additional wait time for responses</li> <li>g. Provide proficiency level appropriate text (alternate to textbook if needed)</li> <li>h. Use of concept map to help make connections</li> </ul> <ul style="list-style-type: none"> <li>• Students with special needs:             <ul style="list-style-type: none"> <li>a. Visual aids</li> <li>b. Provide clear learning objectives</li> <li>c. Partnering with peer advocate</li> <li>d. Orally restating directions/ reading material out loud</li> <li>e. Bulleted or short written responses</li> <li>f. Choice of written/typed/ or oral summary of research</li> </ul> </li> <li>• Students with gifted abilities:             <ul style="list-style-type: none"> <li>a. Grouping – allowing gifted students to work together</li> <li>b. Providing more complex environment pictures and research questions</li> <li>c. Extension science notebook entry – design procedures an ecologist could follow to determine/confirm effect of abiotic factors on biotic factors in an ecosystem.</li> <li>d. Learning reflection – have student complete a learning reflection science notebook entry OR type/write out their research summary with proper APA citations and references.</li> </ul> </li> <li>• Early finishers (those students who finish early and may need additional resources/support):             <ul style="list-style-type: none"> <li>a. Provide deeper research task.</li> <li>b. Ask questions and have student orally explain the interactions they discussed in their science notebook.</li> <li>c. Learning reflection – have student complete a learning reflection science notebook entry OR type/write out their research summary with proper APA citations and references.</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>Multiple Means of Engagement</b></p> <ul style="list-style-type: none"> <li>• I will use a <b>science notebook writing activity</b> to help students apply new knowledge from the previous lesson and make connections to the new topic.</li> <li>• I will use <b>independent mini research projects</b> to engage students in self-directed learning, allowing for choice of research material (online and computer or textbook)</li> <li>• I will have students collaborate as a class to build a concept map/ information web that connects all students' research information together.</li> <li>• Students will practice content language by orally summarizing research and collaboratively through <b>group vocabulary drills</b></li> <li>• I will ask higher order questions to deepen students understanding about interdependent interactions.</li> </ul>	<p style="text-align: center;"><b>Time Needed</b>  <b>30 min</b></p>



**GCU College of Education**  
**LESSON PLAN TEMPLATE**

---

Possible Questions to use:

- Identify biotic and abiotic factors you see.
- How do you think the abiotic and biotic factors interact?
- What do you think the ultimate source of energy is for the biosphere?
- What is the difference between chemosynthetic producers and photosynthetic producers?
- What might happen if an entire set of consumers was removed from the biosphere?
- What changes might occur to an ecosystem if the flow of energy was altered by the extinction of an organism (plant/animal)?
- How do you think competition might affect the flow of energy?

*Explain how you will differentiate activities for each of the following groups:*

- English language learners (ELL):
  - a. Provide clear learning objective and language objective
  - b. Use visuals
  - c. Honor silent period
  - d. Scaffold with cognates when appropriate
  - e. Provide additional wait time for responses, research and writing activity
  - f. Collaborative learning opportunities
  - g. Use native language materials for online research
  - h. Have students share native language terms/cognates to our vocabulary terms when summarizing research
  - i. Allow student to type/write or privately share their research summary
  - j. Add Non-linguistic addition or cognates to vocabulary drill cards
  
- Students with special needs:
  - Visual aids – pictures/ non-linguistic representation addition to vocab drill cards
  - Partnering with peer advocate
  - collaborative learning
  - Level specific research question and specific research material (guided research)
  - Provide additional time for writing activity and research
  - Provide alternative methods for summarizing research such as privately to me, write, or type.
  
- Students with gifted abilities:
  - a. Grouping/collaborative learning – allowing gifted students to work together
  - b. Option to do a vocabulary/ definition matching game rather than drill.
  - c. Have student use diverse range of sources for research or go to the library for additional resources
  - d. Have student lead the class concept map exercise
  
- Early finishers (those students who finish early and may need additional resources/support):
  - a. Science notebook entry: Learning Reflection
  - b. Create their own concept map



<p>c. Review concepts questions from textbook pg. 72 Questions 1-3</p>	
<p style="text-align: center;"><b>Multiple Means of Expression</b></p> <p><i>Learners differ in the ways they navigate a learning environment and express what they know. Your goal in this section is to explain the various ways in which your students will demonstrate what they have learned. Explain how you will provide alternative means for response, selection, and composition to accommodate all learners. Will you tier any of these products? Will you offer students choices to demonstrate mastery? This section is essentially differentiated assessment.</i></p> <p><i>In a bulleted list, explain the options you will provide for your students to express their knowledge about the topic. For example, students may demonstrate their knowledge in more <b>summative</b> ways through a short answer or multiple-choice test, multimedia presentation, video, speech to text, website, written sentence, paragraph, essay, poster, portfolio, hands-on project, experiment, reflection, blog post, or skit. <b>Bold</b> the names of any summative assessments.</i></p> <p><i>Students may also demonstrate their knowledge in ways that are more <u>formative</u>. For example, students may take part in thumbs up-thumbs middle-thumbs down, a short essay or drawing, an entrance slip or exit ticket, mini-whiteboard answers, fist to five, electronic quiz games, running records, four corners, or hand raising. <u>Underline</u> the names of any formative assessments.</i></p> <p><i>For example:</i></p> <p><i>Students will complete a <b>one-paragraph reflection</b> on the in-class simulation they experienced. They will be expected to write the reflection using complete sentences, proper capitalization and punctuation, and utilize an example from the simulation to demonstrate their understanding. Students will also take part in formative assessments throughout the lesson, such as <u>thumbs up-thumbs middle-thumbs down</u> and <u>pair-share discussions</u>, where you will determine if you need to re-teach or re-direct learning.</i></p> <p><i>Students will demonstrate understanding in a diverse range of ways throughout this lesson. I will formatively assess students understanding through their <u>science notebook writing activity, oral summary of research, concept map contribution, questioning, and observation of vocabulary practice.</u></i></p> <p><i>At the end of the 7-day ecology unit students will be assessed through a summative <b>ecology project</b>.</i></p> <p><i>Explain how you will differentiate assessments for each of the following groups:</i></p> <ul style="list-style-type: none"><li>• English language learners (ELL):<ul style="list-style-type: none"><li>a. Provide clear directions</li><li>b. Shorten writing expectations</li><li>c. Assist with concept map contribution by writing out what they verbalize to me/ helping with spelling</li><li>d. Provide additional wait time for responses and additional time for writing</li></ul></li></ul>	<p style="text-align: center;"><b>Time Needed</b></p>



**GCU College of Education**  
**LESSON PLAN TEMPLATE**

<ul style="list-style-type: none"> <li>e. Allow students to report summary of research in alternative way (written, typed, privately present to teacher)</li>   <li>• Students with special needs:             <ul style="list-style-type: none"> <li>a. Provide clear directions</li> <li>b. Orally presenting concept map contribution or providing spelling assistance</li> <li>c. Bulleted or short written responses</li> <li>d. Have vocab drill leader read vocabulary words aloud when drilling</li> <li>e. Provide additional time for responses and or writing</li> </ul> </li>   <li>• Students with gifted abilities:             <ul style="list-style-type: none"> <li>a. Ask higher order questions</li> <li>b. Let student pick difficult words from text or found through research for personalized vocabulary</li> <li>c. Learning reflection science notebook entry</li> </ul> </li>   <li>• Early finishers (those students who finish early and may need additional resources/support):             <ul style="list-style-type: none"> <li>a. Have student complete text section assessment</li> <li>b. Have student find additional unit specific vocabulary terms from the text to add to vocabulary cards</li> <li>c. Learning reflection science notebook entry</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>Extension Activity and/or Homework</b></p> <p><i>Identify and describe any extension activities or homework tasks as appropriate. Explain how the extension activity or homework assignment supports the learning targets/objectives. As required by your instructor, attach any copies of homework at the end of this template.</i></p> <ul style="list-style-type: none"> <li>a. Extension science notebook entry – design procedures an ecologist could follow to determine/confirm effect of abiotic factors on biotic factors in an ecosystem.</li> <li>b. Homework = Read “Energy, Producers, and Consumers” from text pg. 69-72 and take notes using the outline method.</li> </ul>	<b>Time Needed</b>

Vocabulary and definitions: (Miller and Levine, 2014)

Interdependent	Depend/ rely on each other
----------------	----------------------------



**GCU College of Education**  
**LESSON PLAN TEMPLATE**

---

Autotroph	Organisms that use solar or chemical energy to produce “food” by assembling organic compounds.
Primary Producer	Organisms that store energy and are the first level of energy in the flow of energy of the biosphere. Can be eaten by other organisms and used for energy.
photosynthesis	The process autotrophs use to make food in which they capture light energy to power chemical reactions that convert carbon dioxide and water into oxygen and sugars or starches. ‘Primary producers’
chemosynthesis	The process autotrophs use chemical energy from compounds such as carbon dioxide, hydrogen sulfide, and oxygen to produce carbohydrates. ‘Primary producers’
heterotroph	Organisms that must obtain energy from eating or ingesting other organisms ‘consumers’
consumer	Organisms that rely on other organisms for energy and nutrients.
carnivore	Kill and eat other animals for energy
herbivore	Obtain energy by eating producers (plants).
scavenger	Consume the carcasses of dead animals for energy and nutrients
omnivore	Obtain energy by eating both plants and animals ‘producers and heterotrophs’
decomposer	Obtain energy and nutrients by chemically breaking down organic matter. ‘Fungi and bacteria’
detritivore	Feed on detritus particles, digest decomposers that also live on or in detritus particles.

Mini Research Question sets:

Mini Research Questions:

What is a primary producer? Where do they obtain their energy?

What types of organisms are primary producers?

Provide a specific example of a primary producer that lives in a temperate forest and one fact about that organism.

What is an autotroph? What does the prefix auto mean?

Explain how autotrophs obtain their food (hint 2 ways).

Provide a specific example of an autotroph that lives in a temperate forest and one fact about that organisms.



**GCU College of Education**  
**LESSON PLAN TEMPLATE**

---

What is a heterotroph? What does the prefix hetero mean?

Explain two types of interactions heterotrophs might have with other organisms in their ecosystem.

Provide a specific example of a heterotroph that lives in a temperate forest and one fact about that organism.

What is a consumer? What are the different types of consumers? How are consumers classified? Provide one specific example of a consumer that could be found in a temperate forest and where/how they obtain their energy.

Define and explain the process of chemosynthesis. Provide a specific example of an organism that obtains its energy through chemosynthesis. Where can these types of organisms be found?

Define and explain the process of photosynthesis. Provide a specific example of an organism that obtains its energy through photosynthesis. Where can these types of organisms be found?

Explain what a carnivore is and provide a specific example of a carnivore that lives in a temperate forest. Through what means does your specific example obtain its energy?

Explain what a herbivore is and provide a specific example of a herbivore that lives in a temperate forest. Through what means does your specific example obtain its energy?

Explain what a scavenger is and provide a specific example of a scavenger that lives in a temperate forest. Through what means does your specific example obtain its energy?

Explain what a detritivore is and a specific example of a detritivore. Through what means do they obtain energy?

Explain what a decomposer is and provide a specific example of one. How do decomposers obtain energy?

Explain what an omnivore is and provide a specific example of an omnivore that lives in a temperate forest. Where do omnivores get their energy?



K. Turner

Close door, turn lights down - we went over the organization levels - (doesn't have their attention - noise, showing each other pages from magazine, etc - one walking around)

Starts at biosphere goes all the way down to what? S - species

We also talked about biotic and abiotic factors

So what are abiotic factors

S - non living

What about biotic

S - plants, living, deer

For the entry task this morning I want you to see what you can find - go through magazine on your desk and find a picture of an environment - what might need to be in the picture if it is a picture of an environment?

S - doesn't it need biotic and abiotic

It needs living and physical things - so see if you can find an environment that you have a personal connection with - you like the animal or a place you've been to before

5:51

Maybe it's similar to our environment

When you find the picture of your environment - I want you to make an entry in your science notebooks. What does it need to have? It needs to have a \_\_\_\_ prompt for today - list all of the abiotic/biotic you see in the picture #2 what way do you think factors listed interact? I want you to make sure you use your rubric your journal entry rubric - use constructed response

7:16

T walking around room - is that an environment? Oh this is so old (smiling, kids looking through magazines) - You need to start your writing.

8:40

Students looking through magazines - some starting to write, T still working with individual students (??idea - maybe let them look through magazines first give them 2 minutes - to get distractions out)

Copy word for word what the prompt is and follow your journal entry rubric - 10:07 - students still chatting - showing each other pictures, not many writing

Talking to individual student - you're making an inference but I want you to specifically identify

\_\_\_\_\_  
S - clouds are living

Are you sure/

(??Idea - maybe give them a timeline so they feel a little pressure to keep working)

That's a great question. Do you have both abiotic and biotic?

Do you want to try a different magazine? (12:15)

?Why copy word for word prompt? Uses time - does it help them learn? Is that to help them answer completely, etc for tests?

I really like how \_\_\_ is copying down the prompt word for word

Do you need something to write with?

I really like how \_\_\_ and jonas are writing away over there (?? good to use names at times - but "elevates" kids and leaves others out - consider "I'm noticing people getting to work writing the prompt or following the directions I gave")

Copy word for word what the first prompt is (again... - too many directions - state at beginning - give them task - maybe add a timer on board, etc - or tell them - you should have your picture and at least \_\_\_ biotic/abiotic factors written down in 5 min - give them 2 min warning)

- + Students interested in magazines,
- + All writing at 14:20 mark
- + Checking in with all kids

You are absolutely right

15 min

Oh - we had a big idea - there are biotic and abiotic factors that can be both things - antler - living on animal in fall but in winter they die and fall off then they become an abiotic factor in the environment - important nutrient source of calcium for little rodents

You have 2 more minutes to wrap up your journal entry

16:15 - all writing - boy near camera very distracted - not sure what he's written

Once you have your list of biotic and abiotic factors from picture - move on to number 2 - stay in the entry - write word for word the prompt - (reads it again) -

Be more specific - what plants do you see - are all the plants in a forest equally - a deer can eat a pine tree like they eat a \_\_\_

(What's the goal of the journal entry? Writing the prompt etc. 15+ min in now - and only answering 2nd question)

As you are answering that second question - think about those animals and what they need to live where do they get their energy where are they living

(they're showing each other magazines ?? have them do this faster and then share with a partner - does partner agree - have other ideas?)

Go ahead and wrap up your thoughts -  
20 min in

When everyone is done will you go around and collect the magazines for me?

Transition - 21:51

Put journal entries away and then I want you to come back to your seat (kid just gets up and walks while she is talking - are they listening to directions then??)

We're going to do a mini research project I'm gonna let you guys choose whether you use chrome book or text book but here's the thing - this is a very short exercise - I'm only gonna give you guys 10 minutes to complete this research

It is ok - you can do it

Holds up slips of paper

On all these papers - i have a question for you or a couple of questions - i have a website to get you started or if you want to use a textbook (kids just get up and start moving when you give instructions?? Are they listening? - talk to them - get their attention - then send them off to work)

T hands out slips of paper 23:10

If you are using a chromebook you are going to start your research at this website (points to screen up front) if you are in a textbook - you are going to go to the appendix or our reading section which is 110-116

(Rambling directions - lots of movement - repeats directions - maybe give them all then have students repeat, etc)

You want to read your question - you might want to write it down - everyone's questions are different but all are important to each other. T repeats website again

S - so do we write this down? (the information they learn?? GOOD QUESTION)

We are going to orally summarize it

So be ready after your research to orally summarize your findings (are they listening or looking for website, looking through books) and build a concept map

We're running a little low on time (YES - too long at beginning) - we might have to do our concept map tomorrow

25:15 - but everyone is going to focus on one specific thing and then we are going to see how they all come together

T reading the website to a student again - isn't it on their little sheet??

T helps student with computer

S - where do we go? Do we just grab a textbook?

(should they be taking notes? Or just reading? etc)

For some reason our school isn't letting you access that website (did you check on that before?  
- may not have known - student v. teacher computer)

I have lots of textbooks here if you don't have yours or just search the internet - do a safe search - make sure you're using internet appropriately - and see if you can answer those questions -

S - will we be writing this down?

You can write it on the back of your strip this time  
Is that helping? (lights off)

S - I found it!

If it was me - I'd write it on the back of the strip or on a piece of paper so I knew what I would say if it was my turn and I needed to summarize

You're set - good

Find out what it is first  
What is your question?

I like how Katelynn is writing down her summary

S - I didn't know we were supposed to do that  
Go for it

Find a specific example of that - give me an example of an organism that

There is an example if you go through our readings

(Students all working) 32:37 some finishing

I'm excited to hear from everybody

Everyone is just wrapping up their thoughts and doing a quick summary  
T moving around room

33:40

S with hand up - t comes to help - that is an example - but not one that is specific to this region  
How are you guys - are you all ready?

36:05

OK - so here is what we are going to do - we are going to have everyone report out your questions and summarize what you found in your research project. Save whatever you wrote down for tomorrow so we can make a big concept map - we'll do one together on the board and we'll take everyone's topics and see how they interconnect

We're gonna report out -

When someone is reporting out - what are we doing? We are? \_\_\_ listening,

If you want to just stand where you are and share your question so we can and tell us what you found

38:07 -

Student reading question - talking - telling what he found in text

Absolutely - so a specific example of a decomposer is?

Mushroom, fungus - absolutely good job

Kaden is going to go next

Alan

S - Heterotroph - is that how you say it?

What are some plant eating animals that a cougar might eat?

So we have carnivore, heterotroph, decomposer - do you see any similarities between definitions?

Scavenger OK -so we have decomposer, carnivore....

Emma goes next

Ok - so read your definition again of a primary producer - first level of energy - remember that  
Next student reads

(like idea of kids defining and then building concept map - seeing connections - rather than just defining all words on their own)

Repeating all terms again - now we have herbivore

Student stands to read (can't hear him - consider this for edTPA videos - have to be able to hear student)

So now we have omnivore, carnivore, herbivore - what do herbivores eat?

Oh we're finding connections over here - we'll be ready for that concept map tomorrow.

Autotroph -

Student reads - goofs - no one upset, smiles and gives help

OK - so the word autotroph - auto means self - so it is making its own food - it is self

Ok - go ahead and log out of computers and save your strip for tomorrow so you guys can use that information to help build concept map and we will connect all of these things together and see how they all interact -

(47:20)

Kids packing up -

??how long does concept map take - how much did they actually accomplish in 45 minutes -  
pick up pace -

Don't forget that you have homework and reading logs due Friday - just kind of added at the end  
- all up and moving around.

Tighten up directions - give more time expectations - probably could have at least started  
concept map - quite a bit of down time -