

COLLEGE OF EDUCATION

STUDENT NAME: Kourtney Haddix

STUDENT NUMBER: 20932771

PROGRAM: Master of Education in Elementary Education

COURSE: ELM-590 **START DATE:** 9/7/2023 **END DATE:** 12/20/2023

COOPERATING SCHOOL NAME: Paintbrush Elementary School

SCHOOL STATE: Wyoming

COOPERATING TEACHER / MENTOR NAME: Marci Holte

GCU FACULTY SUPERVISOR NAME: Jennifer Beagles

FOR COURSE INSTRUCTORS ONLY:	
EVALUATION 1 TOTAL POINTS	90.6

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

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High Expectations	Score	No Evidence	
Teacher candidates should believe that all students could learn and should set and support realistic expectations for student success. These expectations should be communicated in positive ways.	89	<table border="1"> <tr> <td style="width: 50px; height: 50px;"></td> </tr> </table>	
<p>Evidence</p> <p><i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>			
<p>Kourtney has asked for ideas to help students who are struggling to understand a concept. She provided manipulatives for some math activities to help some students find success. It was clear in her videos that she has established clear expectations for participating in lessons.</p>			

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Respect for the Diversity of Others	Score	No Evidence
<p>Teacher candidates should be sensitive to individual learning and the social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators, administrators, parents, and other community members with courtesy and civility and establish relationships characterized by respect and rapport.</p>	90	<div style="border: 1px solid black; width: 50px; height: 50px; margin: auto;"></div>
<p>Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>		
<p>Kourtney is very good at asking for ideas to help her interact better with students. She works well with all staff and is respectful to everyone.</p>		

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Fairness	Score	No Evidence	
Teacher candidates should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.	92		
<p>Evidence</p> <p><i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>			
<p>Kourtney does not share confidential information with others and treats all students with respect.</p>			

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Professional Conduct	Score	No Evidence	
Teacher candidates should exercise sound judgment and ethical behavior. They should be a positive role model within their community.	92		

Evidence

(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)

Kourtney is an upstanding member of the community and is a great role model.

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Reflection	Score	No Evidence	
<p>Teacher candidates should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.</p>	93		
<p>Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>			
<p>Kourtney reflects constantly and seeks advice and ideas for how she could make lessons and interactions better.</p>			

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Curiosity	Score	No Evidence	
Teacher candidates should promote and support curiosity and encourage active inquiry.	89		

Evidence

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Kourtney asks questions about how things work and researches educational materials when needed. Kourtney uses a variety of strategies in her lessons.

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Honesty	Score	No Evidence		
Teacher candidates should model integrity by their words and actions.	93			

Evidence

(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)

Kourtney is very trustworthy and honest.

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Compassion	Score	No Evidence		
Teacher candidates should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.	88	<table border="1"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>		
<p>Evidence</p> <p><i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>				
<p>Kourtney has started to develop positive relationships with students. She greets students every morning and shows them she is happy to see them.</p>				

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Advocacy	Score	No Evidence	
Teacher candidates understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.	90		
<p>Evidence</p> <p><i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>			
<p>Kourtney understands how she can reach out to the community when needed to support the education of students.</p>			

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Dedication	Score	No Evidence	
Teacher candidates should be committed to the profession of teaching and learning.	90		

Evidence

(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)

Kourtney works hard and makes sure all materials are ready for the day. She went above and beyond by sharing two videos to be reviewed for her first evaluation!

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INSTRUCTIONS

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

Total Scored Percentage

90.60 %

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

Jennifer Beagles esigned on Wednesday, October 4, 2023 8:20 PM