

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

PROGRAM: Master of Education in Elementary Education

COURSE: ELM-590

9/7/2023

START DATE:

12/20/2023

END DATE:

COOPERATING SCHOOL NAME: Paintbrush Elementary School

SCHOOL STATE: Wyoming

COOPERATING TEACHER/MENTOR NAME: Marci Holte

GCU FACULTY SUPERVISOR NAME: Jennifer Beagles

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GCU Professional Dispositions of Learners Scoring Guide

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

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High Expectations	Score
Teacher candidates should believe that all students could learn and should set and support realistic expectations for student success. These expectations should be communicated in positive ways.	92
<p style="text-align: center;">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>	
Kourtney collaborated and thought of ways to help all students learn. She planned and taught intervention groups.	

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Respect for the Diversity of Others	Score
Teacher candidates should be sensitive to individual learning and the social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators, administrators, parents, and other community members with courtesy and civility and establish relationships characterized by respect and rapport.	94
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>	
Kourtney built positive relationships with all students and staff.	

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Fairness	Score
Teacher candidates should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.	93
<p style="text-align: center;">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>	
Kourtney attended confidential meetings and read confidential information. She always maintained confidentiality!	

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Professional Conduct	Score
Teacher candidates should exercise sound judgment and ethical behavior. They should be a positive role model within their community.	94
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>	
Kourtney handles herself professionally and responsibly. She is a positive member of the community.	

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Reflection	Score
Teacher candidates should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.	95
<p style="text-align: center;">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>	
Kourtney is amazing about reflecting on her teaching, asking for new ideas, and seeking new resources.	

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Curiosity	Score
Teacher candidates should promote and support curiosity and encourage active inquiry.	93
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>	
Kourtney is always asking questions and seeking new ideas. She is very open to trying new things.	

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Honesty	Score
Teacher candidates should model integrity by their words and actions.	92
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
Kourtney is always willing to admit when she has made a mistake and has never made excuses.	

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Compassion	Score
Teacher candidates should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.	94
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>	
Kourtney is very thoughtful. She offers assistance constantly, asks how people are doing and is very friendly and supportive.	

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Advocacy	Score
Teacher candidates understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.	94
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>	
Kourtney has invited community members in to read to the class and asked about field trips.	

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Dedication	Score
Teacher candidates should be committed to the profession of teaching and learning.	93
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>	
Kourtney is always seeking new resources and is willing to attend training and perform observations. She is preparing to sub so she can get into other buildings to help her when applying for teaching jobs.	

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Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

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Standard 1: Student Development	Score
1.1 Teacher candidates create developmentally appropriate instruction that takes into account individual students' strengths, interests, and needs and enables each student to advance and accelerate his or her learning.	92
1.2 Teacher candidates collaborate with families, communities, colleagues, and other professionals to promote student growth and development.	93
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
Kourtney has participated in IEP meetings, parent meetings, and team meetings to plan for small group instruction, interventions, and enrichment.	

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Standard 2: Learning Differences	Score
2.1 Teacher candidates design, adapt, and deliver instruction to address each student’s diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.	93
2.2 Teacher candidates incorporate language development tools into planning and instruction, including strategies for making content accessible to English language students and for evaluating and supporting their development of English proficiency.	93
2.3 Teacher candidates access resources, supports, specialized assistance and services to meet particular learning differences or needs.	93
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
Kourtney has helped to brainstorm and develop ideas to help students who need accommodations and modifications to be successful in the classroom.	

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Standard 3: Learning Environments	Score
3.1 Teacher candidates manage the learning environment to actively and equitably engage students by organizing, allocating, and coordinating the resources of time, space, and students' attention.	93
3.2 Teacher candidates communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment.	93
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
<p>Kourtney has participated in team meetings to help plan and provide a variety of resources and lessons to teach lessons for all students and their needs.</p>	

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Standard 4: Content Knowledge	Score
4.1 Teacher candidates stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students' experiences.	94
4.2 Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students.	94
4.3 Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area.	94
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
<p>Kourtney is very knowledgeable and brings her background knowledge to her lessons. She also provides extension activities to the lessons to support students' building their vocabulary and practicing academic language.</p>	

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Standard 5: Application of Content	Score
5.1 Teacher candidates engage students in applying content knowledge to real-world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	92
5.2 Teacher candidates facilitate students' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	92
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
<p>Kourtney gives students opportunities to talk about the content they are learning and how it applies to them.</p>	

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Standard 6: Assessment	Score
6.1 Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.	93
6.2 Teacher candidates work independently and collaboratively to examine test and other performance data to understand each student's progress and to guide planning.	93
6.3 Teacher candidates prepare all students for the demands of particular assessment formats and make appropriate modifications in assessments or testing conditions especially for students with disabilities and language learning needs.	93
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
<p>Kourtney collaborated with the team and helped give, score, and analyze district assessments. She also did check-ins to see how students were doing.</p>	

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Standard 7: Planning for Instruction	Score
7.1 Teacher candidates plan how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students.	93
7.2 Teacher candidates develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.	93
7.3 Teacher candidates plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest.	93

Evidence

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

Kourtney collaborated with the team to analyze assessment data and help plan interventions as needed.

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Standard 8: Instructional Strategies	Score
8.1 Teacher candidates vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content, purpose of instruction, and student needs	93
8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	93
8.3 Teacher candidates ask questions to stimulate discussion that serve different purposes (e.g., probing for student understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question).	94
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
<p>Kourtney utilized a variety of tools to teach. She was very good with technology but also provided worksheets, games, hands-on activities, and class discussions.</p>	

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Standard 9: Professional Learning and Ethical Practice	Score
9.1 Independently and in collaboration with colleagues, teacher candidates use a variety of data (e.g., systematic observation, information about students, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	93
9.2 Teacher candidates actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	94
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
<p>Kourtney participated in several team planning meetings, district trainings, and grade-level meetings. She was great about asking questions, offering ideas, and reflecting on how to incorporate things into the classroom.</p>	

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Standard 10: Leadership and Collaboration	Score
10.1 Teacher candidates use technological tools and a variety of communication strategies to build local and global learning communities that engage students, families, and colleagues.	92
10.2 Teacher candidates advocate to meet the needs of students, to strengthen the learning environment, and to enact system change.	92
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
<p>Kourtney participated in meetings and conferences with parents. She helped write comments on midterms and helped do weekly electronic newsletters for parents.</p>	

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Grand Canyon University: Impact on Student Learning	Score	No Evidence	
Teacher candidates demonstrate an understanding of their impact on student learning as evidenced in the Student Teaching Evaluation of Performance (STEP) and other formative and summative assessments.	95		
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>			
<p>Kourtney reflected on her teaching and helped analyze assessment data. They discussed how students performed and what could be done to remediate and enrich students based on that data.</p>			

Specialized Professional Associations (SPA) Standards

Instructions

Please use the chart below to determine the **required** SPA standards for your Teacher Candidate's program of study. If your Teacher Candidate's program is not included below, the evaluation of SPA standards are not required.

Program	Specialized Professional Associations (SPA)	
Dance	NASD	National Association of Schools of Dance
Early Childhood	NAEYC	National Association for the Education of Young Children
Early Childhood <u>and</u> Early Childhood Special Education	NAEYC CEC	National Association for the Education of Young Children Council for Exceptional Children
Elementary	ACEI	Association of Childhood Education International
Elementary (ESL Emphasis)	ACEI TESOL	Association of Childhood Education International Teachers of English to Speakers of Other Languages
Elementary <u>and</u> Special Education	ACEI CEC	Association of Childhood Education International Council for Exceptional Children
Music	NASM	National Association of Schools of Music
Secondary- Business	NBEA	National Business Education Association
Secondary- English	NCTE	National Council of Teachers of English
Secondary- History	NCSS	National Council for the Social Studies
Secondary- Math	NCTM	National Council of Teachers of Mathematics
Secondary- Physical Education	SHAPE	Society of Health and Physical Educators- America
Secondary- Science	NSTA	National Science Teachers Association
Special Education	CEC	Council for Exceptional Children
Theatre	NAST	National Association of Schools of Theatre

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Dance Placements: National Association of Schools of Dance (NASD) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
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NASD 3a	Score
Ability to teach dance at various levels to different age groups and in a variety of classroom, studio, and ensemble settings in ways that develop knowledge of how dance works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom, studio, and rehearsal management.	

Evidence

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

NASD 3b	Score
An understanding of child growth and development and an understanding of principles of learning as they relate to dance.	

Evidence

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NASD 3c	Score
The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.	

Evidence

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

Evidence

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NASD 3e	Score
The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.	

Evidence

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NASD 3f	Score
Basic understanding of the principles and methods of developing curricula and the short- and long-term units that comprise them.	

Evidence

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NASD 3g	Score
An understanding of evaluative techniques and ability to apply them in assessing both the progress of students in dance and the objectives and procedures of the curriculum.	
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	

NASD 5a	Score
Students should engage in observation and discussion of field-based teaching/learning experiences in diverse settings.	
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NASD 5b	Score
Students should be provided opportunities for various types of teaching and directed observation throughout the degree program.	

Evidence

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NASD 5c	Score
Teaching opportunities should be provided in actual pre-kindergarten, kindergarten, elementary, middle, and secondary settings, as appropriate for the student's certification level.	

Evidence

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NASD 5d	Score
The choice of practice teaching sites must enable students to develop competencies consistent with standards outlined above, and must be approved by qualified dance personnel from the degree-granting institution.	
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	

NASD 5e	Score
Sites and situations for student teaching and students must be supervised by qualified dance personnel from the degree-granting institution and, when possible, the cooperating schools.	
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	

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

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NAEYC Standard 1: Promoting Child Development and Learning

Score

Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

Evidence

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

NAEYC Standard 2: Building Family and Community Relationships

Score

Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Evidence

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NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Score

Students prepared in early childhood degree programs understand that child observations, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Evidence

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NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families Score

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Evidence

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NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Score

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Early Childhood Placements: National Association for the Education of Young Children (NAEYC) Scoring Guide					
No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NAEYC Standard 6: Becoming a Professional	Score
Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	

NAEYC Standard 7: Early Childhood Experience	Score
Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).	
Evidence <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 Kourtney Haddix

STUDENT NUMBER 20932771

Special Education Placements: Council for Exceptional Children (CEC) Scoring Guide

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

CEC Standard 1: Learner Development and Individual Learning Differences

Score

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Evidence

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

CEC Standard 2: Learning Environments

Score

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Special Education Placements: Council for Exceptional Children (CEC) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

CEC Standard 3: Curricular Content Knowledge **Score**

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

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

CEC Standard 4: Assessment **Score**

Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Special Education Placements: Council for Exceptional Children (CEC) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

CEC Standard 5: Instructional Planning and Strategies	Score
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Special Education Placements: Council for Exceptional Children (CEC) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

CEC Standard 6: Professional Learning and Ethical Practice	Score
Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	
Evidence <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>	
CEC Standard 7: Collaboration	Score
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	
Evidence <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 Kourtney Haddix

STUDENT NUMBER 20932771

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100
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ACEI Standard 1: Development, Learning, and Motivation

Score

Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

93

Evidence

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

Kourtney consistently demonstrated a thorough understanding of student development.

ACEI Standard 2.1: Reading, Writing, and Oral Language

Score

Candidates demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

93

Evidence

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

Kourtney always incorporated building student vocabulary into each lesson. She used a variety of methods to promote reading, writing, and oral language development.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 2.2: Science

Candidates know, understand, and use fundamental concepts of physical, life, and earth/ space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

Score

92

Evidence

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

Kourtney understands the importance of building a solid foundation for learning science concepts.

ACEI Standard 2.3: Mathematics

Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections and representation.

Score

92

Evidence

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

Kourtney reflected on her teaching of mathematics and supported students' problem-solving skills.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide					
No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 2.4: Social Studies	Score
Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	92

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

Kourtney understands how to teach the major social studies concepts.

ACEI Standard 2.5: The Arts	Score
Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.	92

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

Kourtney understands the importance of students learning the fine and performing arts standards.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide					
No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 2.6: Health Education	Score
Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.	93

Evidence

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

Kourtney understands the importance of creating opportunities for students to learn about health topics.

ACEI Standard 2.7: Physical Education	Score
Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.	93

Evidence

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

Kourtney provided movement opportunities in her lessons. She also understands the importance of promoting a positive healthy lifestyle.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide					
No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 3.1: Integrating and Applying Knowledge for Instruction	Score
Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	93

Evidence
<i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>
Kourtney used a variety of resources and assessment data to plan instruction.

ACEI Standard 3.2: Adaptation to Diverse Students	Score
Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	93

Evidence
<i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>
Kourtney collaborated with team members to make sure the needs of all diverse learners were met.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide					
No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 3.3: Development of Critical Thinking and Problem Solving	Score
Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.	93

Evidence

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

Kourtney encouraged students to use a variety of critical thinking and problem-solving strategies.

ACEI Standard 3.4: Active Engagement in Learning	Score
Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.	93

Evidence

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

Kourtney successfully created a learning environment that encouraged social interactions and positive behaviors.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide					
No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 3.5: Communication to Foster Collaboration	Score
Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	95
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
Kourtney was distinguished in her ability to collaborate effectively with others.	

ACEI Standard 4: Assessment for Instruction	Score
Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	93
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
Kourtney effectively analyzed and used data to guide instruction.	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Elementary Placements: Association for Childhood Education International (ACEI) Scoring Guide					
No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

ACEI Standard 5.1: Professional Growth, Reflection And Evaluation	Score
Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.	95

Evidence

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

Kourtney consistently exceeded expectations regarding reflection and personal growth. She welcomed feedback and implemented those changes immediately.

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Elementary ESL: Teachers of English to Speakers of Other Languages (TESOL) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100
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Standard 1.a. Language as a System Score

Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

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

Standard 1.b. Language Acquisition and Development Score

Candidates understand and apply theories and research in language acquisition and development to support their ELLs English language and literacy learning and content-area achievement.

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Elementary ESL: Teachers of English to Speakers of Other Languages (TESOL) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 2. Culture as It Affects Student Learning

Score

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Evidence

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

Standard 3.a. Planning for Standards-Based ESL and Content Instruction

Score

Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Evidence

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

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction

Score

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs access to the core curriculum by teaching language through academic content.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Elementary ESL: Teachers of English to Speakers of Other Languages (TESOL) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction

Score

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Evidence

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

Standard 4.a. Issues of Assessment for English Language Learners

Score

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Evidence

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

Standard 4.b. Language Proficiency Assessment

Score

Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Elementary ESL: Teachers of English to Speakers of Other Languages (TESOL) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 4.c. Classroom-Based Assessment for ESL	Score
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Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

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

Standard 5.a. ESL Research and History	Score
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Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

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

Standard 5.b. Professional Development, Partnerships, and Advocacy	Score
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Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
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NASM Standard 6 a: General Studies

Score

a. Candidates are expected to have the ability to think, speak, and write clearly and effectively.

Evidence

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

NASM Standard 6 a: General Studies

Score

b. Candidates are expected to have an informed acquaintance with fields of study beyond music such as those in the arts and humanities, the natural and physical sciences, and the social sciences.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence 0	Ineffective 1 to 49	Foundational 50 to 69	Emerging 70 to 79	Proficient 80 to 92	Distinguished 93 to 100
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NASM Standard 6 a: General Studies	Score
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c. Candidates are expected to have a functional awareness of the differences and commonalities regarding work in artistic, scientific, and humanistic domains.	
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Evidence

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

NASM Standard 6 a: General Studies	Score
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d. Candidates are expected to have awareness that multiple disciplinary perspectives and techniques are available to consider all issues and responsibilities including, but not limited to, history, culture, moral and ethical issues, and decision-making	
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Evidence

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

Standard B 1: Common Body of Knowledge and Skills - Performance	Score
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Students must acquire: a. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.	
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Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard B 1: Common Body of Knowledge and Skills - Performance

Score

Students must acquire:

b. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.

Evidence

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

Standard B 1: Common Body of Knowledge and Skills - Performance

Score

Students must acquire:

c. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.

Evidence

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

Standard B 1: Common Body of Knowledge and Skills - Performance

Score

Students must acquire:

d. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard B 1: Common Body of Knowledge and Skills - Performance

Score

Students must acquire: e. Keyboard competency.

Evidence

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

Standard B 1: Common Body of Knowledge and Skills - Performance

Score

Students must acquire:

f. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

Evidence

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

Standard B 2: Musicianship Skills and Analysis

Score

Students must acquire:

a. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard B 2: Musicianship Skills and Analysis	Score
Students must acquire: b. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.	
Evidence <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>	

Standard B 2: Musicianship Skills and Analysis	Score
Students must acquire: c. The ability to place music in historical, cultural, and stylistic contexts.	
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard B 3: Composition/Improvisation	Score
Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include, but are not limited to, the creation of original compositions or improvisations, variations, or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Music Placements: National Association of Schools of Music (NASM) Scoring Guide

No Evidence 0	Ineffective 1 to 49	Foundational 50 to 69	Emerging 70 to 79	Proficient 80 to 92	Distinguished 93 to 100
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Standard B 4: History and Repertory	Score
Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization (see Standards III.L.).	
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	

Standard B 5: Synthesis	Score
While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.	
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Business Placements: National Business Education Association (NBEA) Scoring Guide

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

Standard 1: Professionalism	Score
1.1 Prospective business teachers reflect on and continually evaluates the effects of his or her choices and actions on others and actively seeks out opportunities for personal and professional growth.	
1.2 Prospective business teachers care deeply about students, colleagues, the business education discipline, and the teaching profession.	
1.3 Prospective business teachers embrace teaching as lifelong learning to model best practices in instruction.	
1.4 Prospective business teachers participate actively in professional organizations at all levels and seeks opportunities to serve in leadership and advocacy roles.	
1.5 Prospective business teachers contribute to the well-being of the school, school district, and community.	
1.6 Prospective business teachers move beyond the boundaries of the classroom to assume responsibility as an advocate and promoter of the profession in the community, state, and nation.	
1.7 Prospective business teachers project a positive professional image that personifies the discipline itself and exemplifies the goals and ideals of the profession.	
1.8 Prospective business teachers base all interaction on principles of respect, fairness, and ethics.	
1.9 Prospective business teachers articulate the importance of professional standards in program development.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 2: Curriculum Development	Score
2.1 Prospective business teachers create curriculum that includes content related to education for and about business.	
2.2 Prospective business teachers create curriculum that reflect local, state, and national standards.	
2.3 Prospective business teachers create curriculum that consists of achievement standards, performance expectations, and assessment.	
2.4 Prospective business teachers create curriculum that consists of sequential integrated learning experiences.	
2.5 Prospective business teachers create curriculum that provides for delivery of content in a developmentally appropriate manner.	
2.6 Prospective business teachers create curriculum that includes the development of knowledge, skills and attitudes.	
2.7 Prospective business teachers create curriculum that encourages students to use reflective thinking, problem solving, and other higher level thinking skills.	
2.8 Prospective business teachers create curriculum that includes multidisciplinary approaches.	
2.9 Prospective business teachers create curriculum that serves the needs of diverse populations.	
2.10 Prospective business teachers create curriculum that enables students to make a transition from school to career.	
2.11 Prospective business teachers create curriculum that focuses on continuous quality education.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 3: Instruction	Score
3.1 Prospective business teachers use self-directed learning to help students gain access to knowledge, direct their own learning, and learn how to learn.	
3.2 Prospective business teachers employ a variety of instructional strategies to engage all students in the learning process.	
3.3 Prospective business teachers facilitate collaborative learning that may include students, teachers, business and community representatives, and others.	
3.4 Prospective business teachers demonstrate effective communication skills to facilitate learning.	
3.5 Prospective business teachers help all students realize their full potential.	
3.6 Prospective business teachers use a variety of media to enhance and expand learning opportunities.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 4: Assessment	Score
4.1 Prospective business teachers develop formative and summative assessments linked to achievement standards and performance expectations for learning.	
4.2 Prospective business teachers use multiple forms of assessment to obtain accurate measures of student progress including formal, informal and authentic measures.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 5: Classroom Environment	Score
5.1 Prospective business teachers establish and maintain a classroom environment based on rapport and respect.	
5.2 Prospective business teachers promote a culture for learning.	
5.3 Prospective business teachers develop and implement classroom procedures.	
5.4 Prospective business teachers manage student behavior.	
5.5 Prospective business teachers organize physical space.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 6: Student Organizations	Score
6.1 Prospective business teachers support the student organization to provide an environment in which students grow professionally, personally, and socially.	
6.2 Prospective business teachers recognize that the student organization provides opportunities to involve the business and professional community in support of the goals of the business education program.	
6.3 Prospective business teachers recognize that the student-directed operation of the organization provides opportunities for personal growth and leadership development.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 7:	Score
7.1 Prospective business teachers base all communication on principles of respect, fairness, and honesty, and understands that building relationships depends on these foundations.	
7.2 Prospective business teachers exhibit an understanding of communication as a dynamic system of people, processes, cultures, media, and fluid boundaries in developing strategies.	
7.3 Prospective business teachers demonstrate effective communication skills to facilitate learning.	
7.4 Prospective business teachers incorporate quality standards in all forms of communication.	
7.5 Prospective business teachers serve as an ambassador for business education with all stakeholders.	
7.6 Prospective business teachers recognize that culture impacts business communication.	
7.7 Prospective business teachers use a variety of media to enhance and expand communication opportunities.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 8:	Score
8.1 Prospective business teachers communicate effectively with all stakeholders by understanding communication as a dynamic system of people, cultures, and media.	
8.2 Prospective business teachers recognize that student achievement is a collaborative effort among a variety of stakeholders.	
8.3 Prospective business teachers build professional relationships with stakeholders to create a learning environment in which students move continuously and easily between school and community to facilitate the learning process.	
8.4 Prospective business teachers develop partnerships with members of the educational, business and other communities to improve programs, develop new programs, provide student access to learning to learning opportunities, and ensure a curriculum based on real world experiences.	
8.5 Prospective business teachers build professional relationships with all stakeholders based on trust, respect, ethical standards, and mutual benefits to earn commitment, dedicated involvement, visible advocacy, and financial support.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 9:	Score
9.1 Prospective business teachers assist students in adjusting to and functioning effectively in educational and business environments.	
9.2 Prospective business teachers help students discover their potential for intellectual, personal, social and emotional growth.	
9.3 Prospective business teachers help students make decisions regarding careers and career transitions.	
9.4 Prospective business teachers collaborate with student support services when appropriate.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Business Placements: National Business Education Association (NBEA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

Standard 10:	Score
10.1 Prospective business teachers study a broad range of business content areas including accounting, business law, career development, communication, computation, economics & personal finance, entrepreneurship, information technology, international business, management, marketing, and the interrelatedness of business functions.	
10.2 Prospective business teachers develop knowledge and competencies in written and oral communication: values, ethics, and social responsibilities; quantitative skills; contributions of all segments of society; human behavior, cultural differences; and a global perspective.	
10.3 Prospective business teachers demonstrate the knowledge and skills in educational foundations, teaching-learning theory, learning styles, exceptionalities, instructional strategies, assessment techniques, and field experiences to effectively teach business education.	
10.4 Prospective business teachers gain real life experience in the application of business knowledge and skills.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

English Placements: National Council of Teachers of English (NCTE) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
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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.

NCTE Standard 1: English Language Arts (ELA) Candidate Program Structure

Score

Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.

Evidence

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

NCTE Standard 2: ELA Candidate Attitudes

Score

Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

English Placements: National Council of Teachers of English (NCTE) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTE Standard 3: ELA Candidate Knowledge	Score
Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.	

Evidence

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

NCTE Standard 4: ELA Candidate Pedagogy	Score
Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

History Placements: National Council for the Social Studies (NCSS) Scoring Guide

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

NCSS Theme 1: Culture and Cultural Diversity

Score

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

Evidence

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

NCSS Theme 2: Time, Continuity, and Change

Score

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

History Placements: National Council for the Social Studies (NCSS) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCSS Theme 3: People, Places, and Environments	Score
Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environments.	

Evidence

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

NCSS Theme 4: Individual Development and Identity	Score
Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

History Placements: National Council for the Social Studies (NCSS) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCSS Theme 5: Individuals, Groups, and Institutions

Score

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among individuals, groups, and institutions.

Evidence

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

NCSS Theme 6: Power, Authority, and Governance

Score

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority, and governance.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

History Placements: National Council for the Social Studies (NCSS) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCSS Theme 7: Production, Distribution, and Consumption	Score
Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the production, distribution, and consumption of goods and services.	

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

NCSS Theme 8: Science, Technology, and Society	Score
Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.	

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

History Placements: National Council for the Social Studies (NCSS) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCSS Theme 9: Global Connections	Score
Social studies teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of global connections and interdependence.	

Evidence

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

NCSS Theme 10: Civic Ideals and Practices	Score
Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

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

NCTM Standard 1: Knowledge of Mathematical Problem Solving

Score

Candidates know, understand, and apply the process of mathematical problem solving.

Evidence

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

NCTM Standard 2: Knowledge of Reasoning and Proof

Score

Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTM Standard 3: Knowledge of Mathematical Communication	Score
Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others.	

Evidence

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

NCTM Standard 4: Knowledge of Mathematical Connections	Score
Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTM Standard 5: Knowledge of Mathematical Representation

Score

Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.

Evidence

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

NCTM Standard 6: Knowledge of Technology

Score

Candidates embrace technology as an essential tool for teaching and learning mathematics.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTM Standard 7: Dispositions	Score
Candidates support a positive disposition toward mathematical processes and mathematical learning.	

Evidence

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

NCTM Standard 8: Knowledge of Mathematics Pedagogy	Score
Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTM Standard 9: Knowledge of Number and Operation

Score

Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing numbers, relationships among number and number systems, and meanings of operations.

Evidence

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

NCTM Standard 10: Knowledge of Different Perspectives on Algebra

Score

Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.

Evidence

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

NCTM Standard 11: Knowledge of Geometries

Score

Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTM Standard 12: Knowledge of Calculus	Score
Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in the techniques and application of the calculus.	
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	
NCTM Standard 13: Knowledge of Discrete Mathematics	Score
Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.	
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Math Placements: National Council of Teachers of Mathematics (NCTM) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NCTM Standard 14: Knowledge of Data Analysis, Statistics, and Probability

Score

Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.

Evidence

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

NCTM Standard 15: Knowledge of Measurement

Score

Candidates apply and use measurement concepts and tools.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Physical Education Placements: Society of Health and Physical Educators (SHAPE) Scoring Guide

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

SHAPE: Standard 1	Score
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	

Evidence

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

SHAPE: Standard 2	Score
The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Physical Education Placements: Society of Health and Physical Educators (SHAPE) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

SHAPE: Standard 3	Score
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	

Evidence

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

SHAPE: Standard 4	Score
The physically literate individual exhibits responsible personal and social behavior that respects self and others.	

Evidence

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

SHAPE: Standard 5	Score
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Science Placements: National Science Teachers Association (NSTA) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
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NSTA Standard 1: Content	Score
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Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations.	
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Evidence
(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)

NSTA Standard 2: Nature of Science	Score
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Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.	
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Evidence
(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Science Placements: National Science Teachers Association (NSTA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NSTA Standard 3: Inquiry	Score
Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences.	
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	

NSTA Standard 4: Issues	Score
Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values.	
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Science Placements: National Science Teachers Association (NSTA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NSTA Standard 5: General Skills of Teaching

Score

Teachers of science create a community of diverse learners who construct meaning from their science experience and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies.

Evidence

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

NSTA Standard 6: Curriculum

Score

Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Science Placements: National Science Teachers Association (NSTA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NSTA Standard 7: Science in the Community	Score
Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues.	

Evidence

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

NSTA Standard 8: Assessment	Score
Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievement of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Science Placements: National Science Teachers Association (NSTA) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NSTA Standard 9: Safety and Welfare	Score
Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field.	
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	

NSTA Standard 10: Professional Growth	Score
Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment.	
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>	

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Theatre Placements: National Association of Schools of Theatre (NAST) Scoring Guide

No Evidence	Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i>	Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i>	Proficient <i>(Target level for Teacher Candidates)</i>	Distinguished <i>(Usually reserved for master Teacher Candidates)</i>
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NAST Item 2a:	Score
An understanding of child development and the identification and understanding of psychological principles of learning as these relate to theatre education.	

Evidence

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

NAST Item 2b:	Score
An understanding of the philosophical and social foundation underlying theatre in education and the ability to express a rationale for personal attitudes and beliefs.	

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Theatre Placements: National Association of Schools of Theatre (NAST) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NAST Item 2c:

Score

An ability to assess aptitudes, experiential backgrounds, skills, and interests of individuals and groups of pupils, to devise learning experiences to meet assessed needs, and to manage classrooms and rehearsals effectively.

Evidence

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

NAST Item 2d:

Score

Knowledge of current methods and materials available in all fields and levels of theatre education.

Evidence

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

NAST Item 2e:

Score

An understanding of the principles and methods of developing curricula and the short- and long-term units that comprises them.

Evidence

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

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

Theatre Placements: National Association of Schools of Theatre (NAST) Scoring Guide

No Evidence	Ineffective	Foundational	Emerging	Proficient	Distinguished
0	1 to 49	50 to 69	70 to 79	80 to 92	93 to 100

NAST Item 2f:	Score
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An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and in the objectives and procedures of the curriculum.	
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Evidence

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

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NAST Item 2g:	Score
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An awareness of the need for continuing study, self-evaluation, and professional growth.	
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Evidence

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

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COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix

STUDENT NUMBER 20932771

INSTRUCTIONS

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

Total Scored Percentage:

93.12%

POINTS 139.68

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 Sunday, December 10, 2023 3:38 PM

SCORING SUMMARY

GCU Professional Dispositions of Learners Score	InTASC Standards Score	Specialized Professional Association Standards Score
93.40%	93.08%	93.00%



Clinical Practice Time Log

15 Week Course

70 day requirement over the full experience.

STUDENT NAME (Last, First, Middle): <i>Marci Holte</i>		STUDENT ID: <i>20132771</i>		PROGRAM OF STUDY: <i>Master's Education</i>														
PLACE/TECHNICAL FORMATION: <i>Grand Canyon University</i>		SCHOOL: <i>Paintbrush Elementary</i>		GRADE: <i>1st Grade</i>														
DISTRICT: <i>Canyon County</i>		START DATE: <i>08/14/2023</i>		GCU SUPERVISOR NAME: <i>Brenda J. J. J.</i>														
COOPERATING TEACHER NAME: <i>Marci Holte</i>		Present use: X = student contact or teacher contract day. Absent use: IW = increment 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	8/14-8/15	8/16-8/17	8/18-8/19	8/20-8/21	8/22-8/23	8/24-8/25	8/26-8/27	8/28-8/29	8/30-8/31	9/1-9/2	9/3-9/4	9/5-9/6	9/7-9/8	9/9-9/10	9/11-9/12	9/13-9/14	9/15-9/16	9/17-9/18
Monday	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tuesday	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Wednesday	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Thursday	X	X	X	IL	X	X	X	X	X	X	X	X	X	X	IL	X	X	X
Friday	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Days to be made-up due to absences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cooperating Teacher's Initials																		

Total number of Days Completed: 75 days

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

Cooperating Teacher Name: Marci Holte Signature: Marci Holte Date: 12-8-23
 Teacher Candidate Name: Brenda J. J. J. Signature: Brenda J. J. J. Date: 12/8/23
 GCU Faculty Supervisor Name: Jennifer Stages Signature: Jennifer Stages Date: 12/8/23

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