

COLLEGE OF EDUCATION

**STUDENT NAME:** Maryanne Jones

**STUDENT NUMBER:** 0640821

**PROGRAM:** Master of Education in Special Education

**COURSE:** SPD-590      **START DATE:** 2/2/2023      **END DATE:** 5/17/2023

**COOPERATING SCHOOL NAME:** John Lewis Invictus Academy

**SCHOOL STATE:** Georgia

**COOPERATING TEACHER / MENTOR NAME:** Ellery Miller

**GCU FACULTY SUPERVISOR NAME:** Candice Allen

<b>FOR COURSE INSTRUCTORS ONLY:</b>	
<b>EVALUATION 1 TOTAL POINTS</b>	<b>97.67</b>

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

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<b>High Expectations</b>	<b>Score</b>	<b>No Evidence</b>	
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.	100	<table border="1"> <tr> <td style="width: 50px; height: 50px;"></td> </tr> </table>	
<p><b>Evidence</b></p> <p><i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>			
<p>Teacher candidate ask prompting questions to scholars to check for understanding; while giving positive feedback and praise throughout the lesson.</p>			

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<b>Respect for the Diversity of Others</b>	<b>Score</b>	<b>No Evidence</b>
<p>Teacher candidates should be sensitive to individual learning and the social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators, administrators, parents, and other community members with courtesy and civility and establish relationships characterized by respect and rapport.</p>	100	<div style="border: 1px solid black; width: 50px; height: 50px; margin: auto;"></div>
<p><b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>		
<p>Teacher candidate build connections with scholars and their individual background creating buy-in and engagement while rendering praise for each scholars individual answer.</p>		

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<b>Fairness</b>	<b>Score</b>	<b>No Evidence</b>	
Teacher candidates should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.	96		
<p><b>Evidence</b></p> <p><i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>			
<p>The lesson taught was entitled Eric Rights, Eric's Choices. The students learned the meaning and gained an understanding of being fair, making choices, and knowing your rights. Candidate promotes differing perspectives by providing opportunities for scholars to share opinions, views, and ideas.</p>			

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<b>Professional Conduct</b>	<b>Score</b>	<b>No Evidence</b>	
Teacher candidates should exercise sound judgment and ethical behavior. They should be a positive role model within their community.	100		
<p><b>Evidence</b></p> <p><i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>			
<p>Teacher candidate provides opportunities for students to listen, respond, and participate in activities that involve academic language.</p>			

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<b>Reflection</b>	<b>Score</b>	<b>No Evidence</b>	
<p>Teacher candidates should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.</p>	<p>95</p>		
<p><b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>			
<p>Teacher Candidate values any feedback that is received by my mentor teacher, field supervisor, and GCU SPD 590 professor as it will provide growth as a professional educator.</p>			

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<b>Curiosity</b>	<b>Score</b>	<b>No Evidence</b>	
Teacher candidates should promote and support curiosity and encourage active inquiry.	100		
<p><b>Evidence</b></p> <p><i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>			
<p>Teacher candidate fostered attention and curiosity from scholars throughout the lesson with little redirection.</p>			



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<b>Honesty</b>	<b>Score</b>	<b>No Evidence</b>		
Teacher candidates should model integrity by their words and actions.	92			

**Evidence**

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

Teacher candidate holds honesty as a mindful part of teaching.

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<b>Compassion</b>	<b>Score</b>	<b>No Evidence</b>		
Teacher candidates should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.	100	<table border="1"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>		
<p><b>Evidence</b></p> <p><i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this disposition. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>				
<p>Teacher candidate appeals to scholars with various exceptionalities by showing genuine friendliness, empathy, and support in many forms (i.e. educational, emotional, etc.).</p>				

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<b>Advocacy</b>	<b>Score</b>	<b>No Evidence</b>	
Teacher candidates understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.			

**Evidence**

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<b>Dedication</b>	<b>Score</b>	<b>No Evidence</b>	
Teacher candidates should be committed to the profession of teaching and learning.	96		

**Evidence**

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

Teacher candidate displayed a can-do attitude while pushing scholars to be their best selves.

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**INSTRUCTIONS**

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

**Total Scored Percentage**

97.67 %

**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**

Candice Allen esigned on Wednesday, March 1, 2023 9:59 AM