

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Katherine Karpel

STUDENT NUMBER 20675279

PROGRAM: Master of Education in Secondary Education

COURSE: SEC-590

START DATE: 2/4/2021

END DATE: 5/19/2021

COOPERATING SCHOOL NAME: Howard L Goff Middle School

SCHOOL STATE: New York

COOPERATING TEACHER/MENTOR NAME: Alison Hosier

GCU FACULTY SUPERVISOR NAME: Shannon Burton

FOR COURSE INSTRUCTORS ONLY:

EVALUATION 1 TOTAL
POINTS

86 points

86

%

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GCU Professional Dispositions of Learners Scoring Guide

No Evidence <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>	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>
No Evidence	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.
High Expectations				Score	No Evidence
Teacher candidates should believe that all students could learn and should set and support realistic expectations for student success. These expectations should be communicated in positive ways.				91	<input type="checkbox"/>
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>					
Respect for the Diversity of Others				Score	No Evidence
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.				82	<input type="checkbox"/>
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>					

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Fairness				Score	No Evidence
Teacher candidates should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.				85	<input type="checkbox"/>
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>					
Professional Conduct				Score	No Evidence
Teacher candidates should exercise sound judgment and ethical behavior. They should be a positive role model within their community.				85	<input type="checkbox"/>
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>					

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Reflection				Score	No Evidence
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.				91	<input type="checkbox"/>
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>					
Curiosity				Score	No Evidence
Teacher candidates should promote and support curiosity and encourage active inquiry.				82	<input type="checkbox"/>
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>					

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Honesty				Score	No Evidence
Teacher candidates should model integrity by their words and actions.				85	<input type="checkbox"/>
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>					
Compassion				Score	No Evidence
Teacher candidates should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.				86	<input type="checkbox"/>
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>					

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Advocacy				Score	No Evidence
Teacher candidates understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.				91	<input type="checkbox"/>
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>					
Dedication				Score	No Evidence
Teacher candidates should be committed to the profession of teaching and learning.				82	<input type="checkbox"/>
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>					

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INSTRUCTIONS

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

Total Scored Percentage:

86 %

ATTACHMENTS

**Attachment 1:
(Optional)**

**Attachment 2:
(Optional)**

AGREEMENT AND SIGNATURE

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

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

GCU Faculty Supervisor E-Signature

Dr. Shannon Burton
Dr. Shannon Burton (Feb 27, 2021 12:57 EST)

Date

Feb 27, 2021