

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kourtney Haddix STUDENT NUMBER 20932771

PROGRAM: Master of Education in Elementary Education

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

COOPERATING SCHOOL NAME: Paintbrush Elementary School

SCHOOL STATE: Wyoming

COOPERATING TEACHER/MENTOR NAME: Marci Holte

GCU FACULTY SUPERVISOR NAME: Jennifer Beagles

FOR COURSE INSTRUCTORS ONLY:	
EVALUATION 2S TOTAL POINTS	90.73

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Interstate Teacher Assessment and Support Consortium (InTASC) 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 standard 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	0 to 49	50 to 69	70 to 79	80 to 92	93 to 100
There is no evidence that the performance of the Teacher Candidate met this 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.

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Standard 1: Student Development	Score	No Evidence
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.	91	<input type="checkbox"/>
1.2 Teacher candidates collaborate with families, communities, colleagues, and other professionals to promote student growth and development.	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 standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>		
Kourtney attended IEPs and parent/ teacher conferences where student progress and growth were discussed. She collaborates with teachers to find appropriate interventions for students.		

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Standard 2: Learning Differences	Score	No Evidence
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.	91	<input type="checkbox"/>
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.	89	<input type="checkbox"/>
2.3 Teacher candidates access resources, supports, specialized assistance and services to meet particular learning differences or needs.	90	<input type="checkbox"/>
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 collaborates with teachers to plan interventions and small group lessons. She uses a variety of strategies such as whole group and small group to meet different student's needs.		

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Standard 3: Learning Environments	Score	No Evidence
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.	89	<input type="checkbox"/>
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.	89	<input type="checkbox"/>
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 and I have brainstormed and discussed different ideas to maintain a positive learning environment.		

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Standard 4: Content Knowledge	Score	No Evidence		
4.1 Teacher candidates stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students' experiences.	91			
4.2 Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students.	91			
4.3 Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area.	90			
<div>Evidence</div> <div>(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.)</div>				
<div>Kourtney reviews and uses the curriculum available and has helped find supplemental resources to help reinforce what students are learning. She provides vocabulary practice and has students share their background knowledge to develop more vocabulary.</div>				

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Standard 5: Application of Content	Score	No Evidence
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).	90	<div></div>
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.	90	<div></div>
<div>Evidence</div> <div><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></div>		
<div>Kourtney uses a variety of resources and encourages student discussion.</div>		

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Standard 6: Assessment	Score	No Evidence
6.1 Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.	91	<input type="checkbox"/>
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.	91	<input type="checkbox"/>
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.	91	<input type="checkbox"/>

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 has used pre-assessments and post-assessments to drive instruction and determine interventions and enrichments.

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Standard 7: Planning for Instruction	Score	No Evidence
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.	90	<input type="checkbox"/>
7.2 Teacher candidates develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.	90	<input type="checkbox"/>
7.3 Teacher candidates plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest.	90	<input type="checkbox"/>
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 seeks guidance to plan instruction. She is good at brainstorming ideas and collaborating to help provide appropriate lessons for students.		

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Standard 8: Instructional Strategies	Score	No Evidence
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	91	<input type="checkbox"/>
8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	91	<input type="checkbox"/>
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).	91	<input type="checkbox"/>
<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 standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i></p>		
<p>Kourtney tries to find different ways to present information and teach skills. She uses technology, books games, and activities.</p>		

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Standard 9: Professional Learning and Ethical Practice	Score	No Evidence
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.	91	<div></div>
9.2 Teacher candidates actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	91	<div></div>
<div>Evidence</div> <div><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></div>		
<div>Kourtney collaborates with the 1st-grade team and building intervention team to plan appropriate instruction, accommodations, and interventions.</div>		

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Standard 10: Leadership and Collaboration	Score	No Evidence
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	<div></div>
10.2 Teacher candidates advocate to meet the needs of students, to strengthen the learning environment, and to enact system change.	92	<div></div>
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>		
They use Seesaw to communicate with families.		

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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	<div></div>
<div>Evidence</div> <div>(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.)</div>		
Kourtney is great at reflecting on her teaching and is constantly looking for ways to improve.		

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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:

90.73%

ATTACHMENTS

AGREEMENT AND SIGNATURE

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

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

GCU Faculty Supervisor E-Signature

Jennifer Beagles esigned on Wednesday, November 1, 2023 6:35 PM



Clinical Practice Time Log

15 Week Course

70 day requirement over the full experience.

STUDENT NAME (Last, First, Middle): <u>Haddix, Kourtney, D.</u>	STUDENT ID: <u>20932771</u>	PROGRAM OF STUDY: <u>M.Ed Elementary Education</u>															
PLACEMENT SITE / FORMATION: <u>Campbell County</u>	SCHOOL: <u>Paintbrush Elementary</u>	GRADE: <u>1st Grade</u>															
COOPERATING TEACHER NAME: <u>Holte, Marci</u>	START DATE: <u>08/21/2023</u>	GCU SUPERVISOR NAME: <u>Beagles, Jen</u>															
KEY: Present use: X = student contact or teacher contract day. Absent use: IW = inclement 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	8/21 - 8/25	8/28 - 9/1	9/4 - 9/8	9/11 - 9/15	9/18 - 9/22	9/25 - 9/29	10/2 - 10/6	10/9 - 10/13	10/16 - 10/20	10/23 - 10/27	10/30 - 11/3	11/6 - 11/10	11/13 - 11/17	11/20 - 11/24	11/27 - 12/1	12/4 - 12/8	12/11 - 12/15
Monday	X	X	LABOR DAY DH	X	X	X	X	X	X	X							
Tuesday	X	X	X	X	X	X	X	X	X	X							
Wednesday	X	X	X	X	X	X	X	X	X	X							
Thursday	X	X	X	IL	X	X	X	X	X	X							
Friday	X	X	X	X	X	X	X	X	X	X							
Days to be made-up due to absences	0	0	1	1	0									2			
Cooperating Teacher's Initials																	

Total number of Days Completed: _____

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

Cooperating Teacher Name: _____	Signature: _____	Date: _____
Teacher Candidate Name: _____	Signature: _____	Date: _____
GCU Faculty Supervisor Name: _____	Signature: _____	Date: _____

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