

COLLEGE OF EDUCATION

STUDENT NAME: Michael Arndt

STUDENT NUMBER: 20963277

PROGRAM: Master of Education in Secondary Education

COURSE: SEC-590 **START DATE:** 8/24/2023 **END DATE:** 12/6/2023

COOPERATING SCHOOL NAME: Amos Alonzo Stagg High School

SCHOOL STATE: Illinois

COOPERATING TEACHER / MENTOR NAME: Maggie Smith

GCU FACULTY SUPERVISOR NAME: Vincent Harris

FOR COURSE INSTRUCTORS ONLY:	
EVALUATION 1 TOTAL POINTS	88.5

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

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High Expectations	Score	No Evidence
Teacher candidates should believe that all students could learn and should set and support realistic expectations for student success. These expectations should be communicated in positive ways.	90	☐
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>		
Mr. Arndt taught a US History class to 11th-grade students. The lesson focused on sources from the American and French Revolutions. Mr. Arndt initiated his lesson by describing what his students will accomplish during class. Mr. Arndt prepared his students appropriately.		

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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.	87	☐
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> Mr. Arndt's students appeared to be respectful of him. However, when student conversations shift differently, he must have them refocus by returning to the lesson topic. Mr. Arndt exhibited respect towards each of his students.		

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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.	91		
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>			
Mr. Arndt's discussion about the revolutions was meaningful for his students. In his discussion, he identified specific concepts and used the compare/contrast method for students to understand the differences. Mr. Arndt's verbal depiction of the revolution was straightforward, and his students could grasp what he shared.			

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Professional Conduct	Score	No Evidence		
Teacher candidates should exercise sound judgment and ethical behavior. They should be a positive role model within their community.	85			
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>				
Mr. Arndt presented himself resourcefully while working with his students on the in-class assignments. His lesson plan for an organized lesson, however, lacked alignment. Mr. Arndt's cooperating teacher (Ms. Smith) expressed how she is pleased with his student teaching thus far.				

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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.	86	
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> Mr. Arndt was able to share areas where he could improve as he moves forward in his student teaching. For example, he discussed how he needs to think creatively about moments that lagged in his lesson. Ms. Smith (CT) agreed with his observation. Jointly, we talked about instructional methods he could use to fill instructional time.		

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Curiosity	Score	No Evidence
Teacher candidates should promote and support curiosity and encourage active inquiry.	89	
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>		
Mr. Arndt earnestly desires to learn best practices and other strategies for teaching. He has expressed a sincere interest in learning how he can improve his instructional abilities. Mr. Arndt's academic ambition will also transfer to that of his students.		

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Honesty	Score	No Evidence
Teacher candidates should model integrity by their words and actions.	88	
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> During our post-conference, Mr. Arndt addressed specific times throughout his lesson that could have been better planned. He was forthcoming in sharing how instructional time was lost. Mr. Arndt's review of his discoveries lends to the idea of self-reflection that will lead to professional growth.		

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Compassion	Score	No Evidence
Teacher candidates should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.	90	☐
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>		
Mr. Arndt has a genuine desire to teach children. More importantly, he is willing to see his students succeed. Mr. Arndt desires to be a good teacher and seeks to enhance his effectiveness in instruction.		

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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		
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>			
Mr. Arndt uses a historical perspective to enlighten students about US History to help them discover how the past can help the future. Mr. Arndt understands the importance of teaching students History to broaden their educational experience.			

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Dedication	Score	No Evidence	
Teacher candidates should be committed to the profession of teaching and learning.	88		
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>			
Mr. Arndt has a strong desire to become a good teacher. His willingness to learn will take him "far" within the field. His faith and determination will allow him to become successful.			

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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

88.50%

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

Vincent Harris esigned on Friday, October 20, 2023 1:38 PM