

COLLEGE OF EDUCATION

STUDENT NAME: Simra Malik

STUDENT NUMBER: 20640536

PROGRAM: Bachelor of Science in Elementary Education

COURSE: ELM-490 **START DATE:** 8/15/2022 **END DATE:** 11/27/2022

COOPERATING SCHOOL NAME: Culver Elementary School

SCHOOL STATE: Texas

COOPERATING TEACHER / MENTOR NAME: Ashley Callis

GCU FACULTY SUPERVISOR NAME: Joy Moss

FOR COURSE INSTRUCTORS ONLY:	
EVALUATION 1 TOTAL POINTS	84.7

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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.	83	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 50%; height: 50%;"></td> <td style="width: 50%; height: 50%;"></td> </tr> </table>		
<p>Evidence</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>Through my observation I noted that Ms. Malik has established expectations for her students and encourages her learners that following these expectations will lead to their success.</p>				

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Respect for the Diversity of Others	Score	No Evidence
<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>	83	<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
<p>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>		
<p>Ms. Malik classroom represents diverse learners. She had quickly established relationships with her learners and and her classroom environment represents a "community of learners."</p>		

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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		
<p>Evidence</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>Throughout my observation I noted that Ms. Malik exercised fairness with all students.</p>			

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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		
<p>Evidence</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>Both Ms. Callis and I agree that Ms. Malik demonstrates consistent professional conduct. Ms. Caallis Mentor Teacher also notes that Ms. Malik is professional with the Third Grade Team, as well as the parents of her students.</p>			

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Reflection	Score	No Evidence	
<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>	85		
<p>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>			
<p>I have noted that Ms. Malik is growing in the area of reflection, especially in the area of teaching practices, classroom management and professional growth.</p>			

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Curiosity	Score	No Evidence	
Teacher candidates should promote and support curiosity and encourage active inquiry.	83		
<p>Evidence</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>Ms. Malik's lesson on predictions encouraged curiosity and active inquiry with her learners. Student engagement was positive throughout the lesson and learning activities.</p>			

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Honesty	Score	No Evidence		
Teacher candidates should model integrity by their words and actions.	85			

Evidence

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Both Ms. Callis and I agree that Ms. Malil demonstrates integrity in her words and actions.

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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.	85		
<p>Evidence</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>Both Ms. Callis and I have witnessed compassion demonstrated by Ms. Malik with her learners and their families.</p>			

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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.	83		
<p>Evidence</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>Ms. Malik is growing in the area of advocacy. I am confident with opportunity and experience she will develop a strong advocacy agenda.</p>			

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Dedication	Score	No Evidence	
Teacher candidates should be committed to the profession of teaching and learning.	90		

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.)

Throughout my interactions with Ms. Malik, I have witnessed her dedication to her profession, students and their families.

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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

84.70 %

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

Joy Moss esigned on Tuesday, September 20, 2022 4:05 PM