

Institution:	Liberty University
Student:	Bri Hull
Supervisor:	Natasha Hooker
Site:	FELLOWSHIP ACADEMY
Date:	Fall 2024 - Term A (08/19/24 - 12/13/24)
Type:	EDUC 390 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	10/10/24 03:53 PM

The current Evaluation grade has been calculated below.

EDUC 390: Preliminary Performance Assessment Rubric - Mentor

General overview

Standards

VA-LU-LO.D1 Displays a sense of SOCIAL Responsibility and the belief that all students can learn.

VA-LU-LO.D2 Demonstrates COMMITMENT/ work ethic.

VA-LU-LO.D3 Demonstrates REFLECTIVE practice.

VA-LU-LO.D4 Displays personal INTEGRITY.

VA-LU-LO.D5 Displays PROFESSIONALISM

VA-LU-LO.PRE.A1 Demonstrates a broad base of general and professional knowledge;

VA-LU-LO.PRE.B IMPLEMENTS skills as a gift from God, because teaching is a calling from God

VA-LU-LO.PRE.B2 Plans effective instruction and selects a variety of strategies based on developmental levels and diverse backgrounds individual needs in course case studies;

VA-LU-LO.PRE.B3 Demonstrates the understanding of differentiated instruction,

VA-LU-LO.PRE.B4 Demonstrates an understanding of classroom management to motivate students and maximize learning;

VA-LU-LO.PRE.C BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity

VA-LU-LO.PRE.C5 Demonstrates behaviors of a reflective student, articulates a Biblical worldview, and seeks opportunities for professional development.

Section Weight: 100%

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Preparation (1.000, 6.7%) VA-LU-LO.D2	The candidate came early to the classroom and prepared all materials, visuals, technology, etc. so the lessons began on time and were not interrupted to gather resources.	The candidate had MOST materials, visuals and technology prepared ahead and the lessons were minimally interrupted to gather resources.	The candidate did NOT have materials gathered or the candidate had to stop during the lessons to find unorganized resources several times.	The candidate required assistance during the lessons because materials were not gathered and the candidate had to stop during the lessons to find unorganized resources.	

Question Comments :

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Classroom Management (1.000, 6.7%) VA-LU-LO.PRE.B4	The candidate used proximity, instructional preparation, questioning, and appropriate strategies to keep students on task and provide a safe, inviting learning environment during the lessons.	The candidate provided a safe, calm learning environment but did not keep all students on task during the lessons.	The candidate did not use effective management strategies and did not maintain a safe and calm learning environment. Most students were not on task during the lessons.	The candidate did not use appropriate management strategies and was unable to maintain a safe and calm learning environment. Students were not on task during the lessons.	

Question Comments :

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Proficient
Content Knowledge	The candidate was WELL prepared by	The candidate was prepared by	The candidate was NOT prepared by	The candidate was NOT prepared to	

(1.000, 6.7%)	knowing or researching the topics or skills well enough to teach them correctly to the students. The candidate explained the content or skill in a VERY clear and INTERESTING manner. There was a clear understanding and presentation of the specific content or skill that the candidate wanted students to know or do after each lesson.	knowing or researching the topic or skill well enough to teach it correctly to the students. The candidate explained the content or skill in a clear manner. There was a clear understanding and presentation of the specific content or skill that the candidate wanted students to know or do after each lesson.	knowing or researching the topics or skills well enough to teach it correctly to the students. The candidate did NOT explain the content or skills in a clear manner. There was NOT a clear understanding and presentation of the specific content or skills that the candidate wanted students to know or do after each lesson.	present on the topics and the lessons were not presented in a clear manner. There was an evident lack of planning, preparation and knowledge during most lessons. It was NOT clear what the candidate wanted students to know or do after most lessons.
---------------	---	--	--	---

Question Comments :

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Instructional Strategies (1.000, 6.7%) VA-LU-LO.PRE.B3	The candidate provided excellent and appropriate teacher modeling and gave EXPLICIT expectations for student learning. The candidate provided opportunities for both guided and	The candidate provided appropriate teacher modeling and gave some expectations for student learning. The candidate provided opportunities for both	The candidate did NOT provide teacher modeling and/or did NOT give clear expectations for student learning. The candidate did NOT provide opportunities for both guided and independent practice during each lesson.	The candidate did NOT provide teaching modeling and did NOT give expectations for student learning. The candidate did NOT provide opportunities for guided or	

independent practice during each lesson.

guided and independent practice during each lesson.

independent practice.

Question Comments :

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Diversity (1.000, 6.7%) VA-LU-LO.PRE.B2 VA-LU-LO.PRE.C	The candidate addressed classroom diversity in a way that demonstrated a positive, clear understanding and value of gender, multicultural backgrounds, socioeconomic status, etc. in each lesson.	The candidate addressed classroom diversity in a way that demonstrated some understanding and value of gender, multicultural backgrounds, socioeconomic status, etc. in each lesson.	The candidate attempted to address classroom diversity, but not do so in a way that demonstrated a positive, clear understanding and value of gender, multicultural backgrounds, socioeconomic status, etc. in each lesson.	The candidate did NOT address classroom diversity in a way that demonstrated a positive OR clear understanding and value of gender, multicultural backgrounds, socioeconomic status, etc. in each lesson.	

Question Comments :

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Differentiation (Learning Needs & Accommodations) (1.000, 6.7%) VA-LU-LO.PRE.B VA-LU-LO.PRE.B2	The candidate provided differentiated activities or experiences that addressed an understanding and support of the varying learning and behavioral	The candidate provided adequate accommodations for learners and attempted to address all learning and /or behavioral needs, but did not	The candidate provided adequate accommodations for some learners but did not address all learning and/or behavioral needs. The	The candidate did NOT provide adequate accommodations for learners and did NOT address all learning and behavioral needs.	

needs (ESL, LD, ED, always address the candidate
ADD, etc.). The necessity of did not address the
candidate also augmentative, necessity of
considered the alternative, and augmentative,
necessity of assistive alternative, and
augmentative, technologies assistive
alternative, and for students with technologies
assistive special needs OR for students with
technologies did special needs AND
for students with not address gifted did
special needs. create and not address gifted
Gifted talented learners and
and talented usually are and talented learners
learners also given are and
are also given appropriate also given
appropriate accommodations appropriate
accommodations for accommodations
for challenging and less for
challenging and meaningful challenging and
meaningful learning meaningful
learning experiences. learning
experiences. experiences.

Question Comments :

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Proficient
Differentiation (Learning Styles) (1.000, 6.7%) VA-LU-LO.PRE.B2	ALL lessons taught by the candidate provided active, engaging lessons rather than passive ones by planning effective instruction and selecting a variety of strategies based on differentiation of learning styles. The candidate provided differentiated activities	MOST lessons taught by the candidate provided active, engaging lessons rather than passive ones by planning effective instruction and selecting a variety of strategies based on differentiation of learning styles. The candidate provided differentiated activities	The candidate did NOT provide active, engaging lessons. The candidate attempted to plan for hands on instruction but not all learning styles were addressed. The candidate provided very few differentiated activities or	The candidate did NOT provide active, engaging lessons and did NOT plan effective instruction by selecting a variety of strategies based on differentiation of learning styles. The candidate did NOT provide differentiated	

Question Comments :

<http://rxpreceptor.com/evaluation/index.php?n=YToyMzpZczozQjllbmF0YXNpdjE2Mic9QzM6NzoiB17GVudGlzayOTI9MTU>

Question Comments :

Student Achievement & Assessment (1.000, 6.7%) VA-LU-LO.PRE.A1	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
	The candidate used both informal and formal assessment to monitor student achievement in most lessons. The candidate provided a variety of final assessment tools (project, game, worksheet, presentation, etc.) wherein students could be monitored for their learning of the content or skill in ALL lessons. The candidate provided a great variety of assessment tools.	The candidate used at least one type of assessment during most lessons to monitor student achievement. The candidate used the same type of final assessment tool (project, game, worksheet, presentation, etc.), with some variety, wherein students could be tested for their learning of the content or skill.	The candidate used only a few types of assessment during most lessons to monitor student achievement. The candidate used the same type of final assessment tool (project, game, worksheet, presentation, etc.), with little variety, wherein students could be tested for their learning of the content or skill.	The candidate provided no final assessment to monitor student achievement in most lessons.	

Question Comments :

Technology Integration (1.000, 6.7%) VA-LU-LO.PRE.A1	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Proficient
	The candidate utilizes information technology effectively and	The candidate utilizes information technology effectively. The use	The candidate utilizes information technology effectively. The use	The use technology was not evident in most lessons. The candidate	

10/10/24, 2:55 PM

Liberty University - Evaluation

10/10/24, 2:55 PM

VA-LU-
LO.PRE.B2

thoroughly. The use of technology was appropriate, but did not always relate to the lesson. The candidate provided scholarly technological resources that enhanced the lessons.

of technology was appropriate, but did not always relate to the lesson. The candidate provided scholarly technological resources that enhanced the lessons.

of technology was appropriate, but did not always relate to the lesson. The candidate provided scholarly technological resources that enhanced the lessons.

used information in an unethical manner and/or it did not always relate to the lessons.

Question Comments :

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Reflection (1.000, 6.7%) VA-LU- LO.D3	The candidate accurately portrayed reflection of his/her strengths and weaknesses and was able to generate MANY ideas for future growth in the areas of planning, instruction, and student participation and achievement.	The candidate accurately portrayed reflection of his/her weaknesses and generated SOME ideas for future growth in the areas of planning, instruction, and student participation and achievement.	The candidate did NOT accurately portray reflection of his/her weaknesses and generated very FEW ideas for future growth in the areas of planning, instruction, and student participation and achievement.	The candidate did NOT seem to grasp the concept of reflection and did not respond well to providing suggestions for future growth in the areas of planning, instruction, and student participation and achievement.	

Question Comments :

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Professionalism (1.000, 6.7%)	The candidate displayed an appropriate attitude	The candidate used appropriate speech and maintained a calming demeanor in	The candidate used appropriate speech in MOST situations. The	The candidate did NOT display an appropriate	

VA-LU-LO.D4	and respect	MOST situations. The	candidate did	attitude and
VA-	towards	candidate displayed	displayed	respect
LU-LO.D5 VA-	colleagues, and	an	an appropriate	towards
LU-	maintained a good	appropriate attitude	attitude	colleagues
LO.PRE.C VA-LU-	rapport and was	and respect towards	and respect towards	and students.
LO.PRE.C5	able to	MOST colleagues and	colleagues or	The
	effectively interact	students. The	students,	candidate was
	with	candidate was able	but not both. The	NOT
	the students. The	to respond to	candidate was NOT	able to respond
	candidate was able	constructive	able to respond to	to
	to	criticism in a	constructive criticism	constructive
	respond to	professional manner.	in	criticism in
	constructive		a professional	a professional
	criticism in a		manner.	manner.
	professional			
	manner.			

Question Comments :

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Professionalism (Speech) (1.000, 6.7%) VA-LU- LO.PRE.A1 VA-LU-LO.PRE.C	The candidate had appropriate voice volume and diction and used appropriate speech, maintaining a calming demeanor in all situations. The candidate used no slang terms and minimal filler words. The candidate used appropriate grammar and speaking skills throughout lessons.	The candidate had an appropriate voice volume, diction, and calming demeanor in speech. The candidate used minimal slang terms and minimal filler words. The candidate used appropriate grammar and speaking skills throughout lessons.	The candidate did NOT speak loudly or clearly enough. The candidate used too many slang terms or filler words. The candidate did NOT use appropriate grammar and speaking skills throughout lessons.	The candidate did not use appropriate voice volume and diction and do not use appropriate speech in all situations. The candidate did not have a calm demeanor and frustration was evident in his or her speech in several lessons.	

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Professionalism (Written Communication) (1.000, 6.7%) VA-LU-LO.PRE.A1 VA-LU-LO.PRE.C	Complete sentences, appropriate grammar, spelling, and capitalization was used throughout ALL written communication (PowerPoint, email, etc.).	Complete sentences, appropriate grammar, spelling, and capitalization was used throughout MOST written communication (PowerPoint, email, etc.).	Complete sentences, appropriate grammar, spelling, and capitalization were used in SOME forms of communication, but a majority contained errors that were distracting from the message throughout written communication (PowerPoint, email, etc.).	Complete sentences, appropriate grammar, spelling, and capitalization were NOT used in written forms of communication (PowerPoint, email, etc.), and a majority contained errors that were distracting from the message.	

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Belief & Character Education (1.000, 6.7%) VA-LU-LO.D4	The candidate articulated a Biblical worldview through scriptural integration while modeling integrity, social responsibility, and other character principles.	The candidate articulated a Biblical worldview through scriptural integration while modeling integrity, social responsibility, and other character principles in MOST situations.	The candidate articulated a Biblical worldview through scriptural integration, but did not model integrity, social responsibility and other character principles.	The candidate did not articulate a Biblical worldview.	

Question Comments :**Evaluation Score Summary**

Title:	Score	Weight	Adj. Score	
Primary Evaluation	0.00	100.00%	0.00	<i>Finalized</i>
			0.00	

[Back to Top](#)