

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:	12/02/24 02:16 PM

EDUC 390: Final 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 :

Mrs. Baker is very adept at managing a variety of behaviors with grace and fairness. She has a great grasp on discipline and managing challenging students.

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Content Knowledge (1.000, 6.7%) VA-LU- LO.PRE.A1 VA-LU- LO.PRE.B3	The candidate was WELL prepared by 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	The candidate was prepared by 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	The candidate was NOT prepared by 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	The candidate was NOT prepared to 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	

a	presentation of the	presentation of the	was
clear	specific content or	specific content or	NOT clear what
understanding	skill	skills that the	the
and presentation of	that the candidate	candidate	candidate wanted
the	wanted students to	wanted students to	students to know
specific content or	know or do after	know or do after	or do
skill	each	each	after most
that the candidate	lesson.	lesson.	lessons.
wanted students to			
know or do after			
each			
lesson.			

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 independent practice during each lesson.	The candidate provided appropriate teacher modeling and gave some expectations for student learning. The candidate provided opportunities for both guided and independent practice during each lesson.	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.	

Question Comments :

Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
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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.
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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 needs (ESL, LD, ED, ADD, etc.). The candidate also considered the necessity of augmentative, alternative, and assistive	The candidate provided adequate accommodations for learners and attempted to address all learning and /or behavioral needs, but did not always address the necessity of augmentative, alternative, and assistive technologies for students with special needs OR did not address gifted	The candidate provided adequate accommodations for some learners but did not address all learning and/or behavioral needs. The candidate did not address the necessity of augmentative, alternative, and assistive technologies for students with special needs AND did	The candidate did NOT provide adequate accommodations for learners and did NOT address all learning and behavioral needs.	

technologies for students with special needs. Gifted and talented learners are also given appropriate accommodations for challenging and meaningful learning experiences.	and talented learners are also given appropriate accommodations for challenging and meaningful learning experiences.	not address gifted and talented learners are also given appropriate accommodations for challenging and meaningful learning experiences.
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Question Comments :

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
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 or experiences that addressed all	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 or experiences that addressed all	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 experiences that addressed at least two types of learners in the classroom,	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 activities or experiences that addressed all types of learners in the classroom. Hands	

types of learners in the classroom, including visual, auditory, and kinesthetic. Hands on, creative learning was used and all students participated in the lessons.	types of learners in the classroom, including visual, auditory, and kinesthetic. Hands on, creative learning was usually used and all students participated in the lessons.	including visual, auditory, and kinesthetic. Hands on, creative learning was not evident and very few students participated in the lessons.	on, creative learning was NOT used and very few students participated in the lessons.
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Question Comments :

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Student Involvement (1.000, 6.7%)	The candidate encouraged ALL students to use critical thinking skills by asking questions and provided several assignments that promote higher order thinking for all students in most lessons.	The candidate asked SOME higher order thinking questions but only provided a few assignments that promote higher order thinking for all students in most lessons.	The candidate asked very FEW higher order thinking questions and provided NO assignments that promote higher order thinking skills for all students in most lessons.	The candidate did NOT encourage students to use critical thinking skills. The candidate did not ask appropriate questions that would guide learning and did not provide assignments that promote higher order thinking skills for all students in most lessons.	

Question Comments :

Mrs. Baker fully led the classroom instruction on many occasions and did such a great job! She was skilled at delivering high quality instruction and assisting students with questions.

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Student Achievement & Assessment (1.000, 6.7%) VA-LU- LO.PRE.A1	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 :

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Technology Integration (1.000, 6.7%)	The candidate utilizes information	The candidate utilizes information	The candidate utilizes information	The use of technology was not evident in	

VA-LU- LO.PRE.A1	technology effectively and thoroughly. The use of technology was appropriate and exciting for students. The candidate provided scholarly technological resources that enhanced the lessons.	technology effectively. The use of technology was appropriate, but did not always relate to the lesson. The candidate provided scholarly technological resources that enhanced the lessons.	technology effectively. The use of technology was appropriate, but did not always relate to the lesson. The candidate provided scholarly technological resources that enhanced the lessons.	most lessons. The candidate used information in an unethical manner and/or it did not always relate to the lessons.
VA-LU- LO.PRE.B2				

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%)	The candidate accurately portrayed	The candidate accurately portrayed	The candidate did NOT accurately portray	The candidate did NOT seem to grasp the	
VA-LU- LO.D3	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.	reflection of his/her weaknesses and generated SOME ideas for future growth in the areas of planning, instruction, and student participation and achievement.	reflection of his/her weaknesses and generated very FEW ideas for future growth in the areas of planning, instruction, and student participation and achievement.	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
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Professionalism (1.000, 6.7%)	The candidate displayed an appropriate attitude and respect towards colleagues, and maintained a good rapport and was able to effectively interact with the students. The candidate was able to respond to constructive criticism in a professional manner.	The candidate used appropriate speech and maintained a calming demeanor in MOST situations. The candidate displayed an appropriate attitude and respect towards MOST colleagues and students. The candidate was able to respond to constructive criticism in a professional manner.	The candidate used appropriate speech in MOST situations. The candidate did display an appropriate attitude and respect towards colleagues or students, but not both. The candidate was NOT able to respond to constructive criticism in a professional manner.	The candidate did NOT display an appropriate attitude and respect towards colleagues and students. The candidate was NOT able to respond to constructive criticism in a professional manner.
VA-LU-LO.D4 VA- LU-LO.D5 VA- LU- LO.PRE.C VA-LU- LO.PRE.C5				

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 had an appropriate voice volume, diction, and calming demeanor in speech. The candidate used minimal slang terms and minimal filler words. The	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	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	

The candidate used appropriate grammar and speaking skills throughout lessons.	candidate used appropriate grammar and speaking skills throughout lessons.	speaking skills throughout lessons.	and frustration was evident in his or her speech in several lessons.
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Question Comments :

	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.	

Question Comments :

	Advanced (10.000 pts)	Proficient (5.000 pts)	Developing (1.000 pt)	Not Evidenced (0.000 pt)	Advanced
Belief & Character Education (1.000,	The candidate articulated a Biblical worldview through scriptural integration	The candidate articulated a Biblical worldview through	The candidate articulated a Biblical worldview through scriptural	The candidate did not articulate a	

6.7%) VA-LU- LO.D4	while modeling integrity, social responsibility, and other character principles.	scriptural integration while modeling integrity, social responsibility, and other character principles in MOST situations.	integration, but did not model integrity, social responsibility and other character principles.	Biblical worldview.
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Question Comments :

Evaluation Score Summary

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

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