

Intern Name: Isaiah Quigley

Internship: EDUC 317-001

Submitted: Apr 4, 2017

Supervisor(s): Annyce Maddox

Course/Term: EDUC 317 - Section 001 : Elem. Reading/Language/Arts  
Pr ( Spring 2017 )

Mentor(s): Caitlin Bowyer

Assessor: Caitlin Bowyer (Mentor)

Site: William Marvin Bass Elementary School (Lynchburg), 1730 Seabury Avenue,  
Lynchburg VA 24501

Comments:

Subject(s): Elementary Education

Grade(s): 5th

Planning Rubric

	MET: Advanced (3.000 pts)	MET: Proficient (2.000 pts)	NOT MET: Developing (1.000 pts)	NOT MET: Not Observed	N/A
Subject/Grade/Topic 1/17 (5%) VA-LU-LO.INT.B4, ACEI-2007.3.1, CEC-CC.4	Correct subject/grade/topic are addressed; the topic is developmentally appropriate	Developmentally appropriate, but is missing either the subject, grade, or topic	Not developmentally appropriate	Not given	
Comments:					
State/National Standards 1/17 (5%) VA-LU-LO.INT.B5, ACEI-2007.3.1, CEC-CC.4	Reflects both National and State standards	Reflects the National or State standards, but not both	Weakly reflects National or State Standards	Neither National standards nor State standards are mentioned in the lesson plan.	
Comments:					
Learning connections 1/17 (5%) VA-LU-LO.INT.B5, ACEI-2007.3.1, CEC-CC.7, CEC-CC.8	The plan is based on knowledge of students learning theory, curricular goals and provides extra enrichment.	The plan is based on knowledge of students learning theory and curricular goals.	The plan is not based on knowledge of students learning theory and/or curricular goals.		
Comments:					
Primary Objective 1/17 (5%) VA-LU-LO.INT.B5, ACEI-2007.3.1, CEC-CC.7	The plan has an objective with an audience, behavior, criterion, and demonstration of performance.	Either the objective is measurable or it is observable.	The objective is neither measurable nor observable.	Not given	
Comments:					
Pre-Assessment 1/17 (5%) VA-LU-LO.INT.B8, ACEI-2007.4, CEC-CC.8	The pre-assessment is differentiated for diverse learning styles and aptitudes and assesses prior knowledge concerning the objective.	The pre-assessment directly assesses prior knowledge concerning the objective.	The pre-assessment is neither differentiated or assesses prior knowledge concerning the objective.	Not given	
Comments:					
Classroom Diversity 1/17 (5%) VA-LU-LO.INT.B6, ACEI-2007.3.2, CEC-CC.2, VA-LU-IL-PB.4.B	Clearly states classroom diversity that demonstrates an understanding of the characteristics and a response to the varying of abilities, learning and cultural styles, and behaviors of individuals with exceptional learning needs (LD, ED, ADD,etc.)-including ESL. Provides thorough description.	Clearly states classroom diversity that demonstrates an understanding of the characteristics and a response to the varying of abilities, learning and cultural styles, and behaviors of individuals with exceptional learning needs LD, ED, ADD, etc.) including ESL. Provides adequate description.	The description of the classroom is vague in terms.	No, description is not given.	
Comments:					

Differentiation 1/17 (5%) VA-LU-LO.INT.B6, ACEI-2007.3.2, CEC-CC.6, CEC-CC.8, VA-LU-IL-PB.3.C	Differentiated instruction is provided to account for differences in learning styles, cultural diversity, prior knowledge, etc. and addresses exceptional learning needs including ESL, LD, ED, etc. The candidate also considers the necessity of augmentative, alternative and assistive technologies for students with special needs.	Differentiated instruction is provided to account for differences in learning styles, cultural diversity, prior knowledge, etc. and addresses exceptional learning needs including ESL, LD, ED, etc.	States ideas for differentiated instruction in vague terms or does not address the concept in any way.	Not given	
Comments:					
Materials/ Equipment 1/17 (5%) VA-LU-LO.INT.B4, CEC-CC.6, CEC-CC.8	Materials, equipment, and resources listed are listed for hands-on learning. Assistive technology is listed for students with disabilities.	Materials, equipment, and resources are listed for the lesson. Assistive technology is listed for students with disabilities.	Materials listed is vague and does not account for hands on-learning or provision of technologies for students with special needs.	Not given	
Comments:					
Appropriate Technology Integration 1/17 (5%) VA-LU-LO.INT.B9, CEC-CC.6, CEC-CC.8, VA-LU-IL-PB.3.C	Technology connection that shows how teacher/students will utilize instruction.	Technology connection is present but weakly connects to instruction.	Technology connection, but does not show how it will be utilized	No technology connection is mentioned.	
Comments:					
Character Principle 1/17 (5%) VA-LU-LO.INT.B7, ACEI-2007.1, CEC-CC.5	Has a character education principle applied in the lesson and relates the principle to Scripture	Has a character education principle or relates a principle to Scripture but is not applied in the lesson.	Has a character education principle with no relation to Scripture or applied to the lesson.	Has neither the character principle nor Scripture	
Comments:					
Set 1/17 (5%) VA-LU-LO.INT.B4, ACEI-2007.1, CEC-CC.5	Provides a beneficial way to begin the lesson and create a sense of interest for the students	Either provides a beneficial way to begin the lesson or creates a sense of interest	Provides neither a beneficial way to begin the lesson nor create a sense of interest	Not given	
Comments:					
Teacher Instruction/ Modeling 1/17 (5%) VA-LU-LO.INT.B4, ACEI-2007.3.1, CEC-CC.7	Explains the content and/or skill and how it will be taught so that candidate understanding is evident. Contains multiple and specific steps. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct multiple learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	Either explains the content and/or skill, how it will be taught or the specific steps. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	Candidates do not know, understand, or use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	No teacher instruction/modeling is given.	
Comments:					
Guided Student Practice 1/17 (5%) VA-LU-LO.INT.B5, ACEI-2007.3.1, CEC-CC.7	Provides an assignment, activity or experience that helps to guide the student to learn the stated objective.	Provides an assignment, activity or experience for the objective but does not provide guidance	Provides no assignment or skill that matches the objective nor is it guided practice.	No guided practice given.	
Comments:					

Independent Student Practice 1/17 (5%) VA-LU-LO.INT.B5, ACEI-2007.3.1, CEC-CC.4	Provides an assignment, activity or experience that allows individual practice for positive learning results for the stated objective.	Provides an assignment, activity or experience for the objective, but does not provide for independent practice.	Provides an assignment that is homework, but does not provide for independent practice.	Does not provide an assignment or skill that matches the objective nor is it individual practice.	
Comments:					
Closure 1/17 (5%) VA-LU-LO.INT.B5, ACEI-2007.1, CEC-CC.4	A quote, question, summary, etc is provided that will summarize/solidify the main points. Discuss development of maintenance and generalization.	Restates the concept being taught without summarizing or solidifying key points.	Provides a quote, question or summary that does not relate to the lesson plan.	Not given	
Comments:					
Summative Assessment 1/17 (5%) VA-LU-LO.INT.B8, ACEI-2007.4, CEC-CC.8	Provides multiple methods of assessment (informal and formal) that match the objective and attach the evaluation tools. Correlation of objective and tool are provided.	Provides multiple methods of assessment (informal and formal) that match the objective and attach the evaluation tools	Does not provide multiple methods of assessment (informal and formal) that match the objective and attach the evaluation tools or states the independent practice is the evaluation. ave an evaluation that matches the objective, or states that independent practice is the evaluation.	Not given	
Comments:					
Professional Writing 1/17 (5%) ACEI-2007.2.1, CEC-CC.9	Correct spelling, grammar, capitalization, APA format. Organized, complete and thorough	Organized, complete and thorough with only a few grammatical errors throughout	Moderate spelling/grammar/ capitalization errors throughout	Many spelling/grammar/ capitalization errors throughout	
Comments:					
	47.000 pts   92.16 %				

## Performance Rubric

	Advanced (3.000 pts)	Proficient (2.000 pts)	Developing (1.000 pts)	Not Present	N/A
Preparation 1/18 (5%) VA-LU-LO.INT.B7, ACEI-2007.3.4, CEC-CC.5	Came early to the classroom and prepared all materials, visuals, technology, etc. so the lesson began on time and was not interrupted to gather resources.	Most materials, visuals, technology, were prepared ahead and the lesson was minimally interrupted to gather resources.	Materials were not gathered and the candidate had to stop during the lesson to find unorganized resources.	Candidate was late, no materials laid out which showed great disorganized.	
Comments:					
Pre-Assessment 1/18 (5%) VA-LU-LO.INT.B8, ACEI-2007.4, CEC-CC.8	The candidate has provided a meaningful pre-assessment that will gauge students' prior knowledge about the subject or skill. (Can be prior test, KWL chart, a question in the set, of the lesson etc.) and effectively uses it to tailor instruction. The pre-assessment is differentiated for diverse learning styles and aptitudes and assesses prior knowledge concerning the objective.	The candidate has provided a meaningful pre-assessment that will gauge students' prior knowledge about the subject or skill. (Can be prior test, KWL chart, a question in the set, of the lesson etc.) and uses it to tailor instruction.	The candidate did NOT provide a pre-assessment that would gauge students' prior knowledge about the subject or skill and therefore did NOT use it to tailor instruction.	No pre-assessment was given.	
Comments:					
Set 1/18 (5%) VA-LU-LO.INT.B7, ACEI-2007.1, CEC-CC.5	The set was interesting and prepared the students for learning.	The set prepared the students for learning.	The set was not relevant to the lesson and did not prepare the students for learning.	The set was not given.	
Comments:					

General and Professional Knowledge 1/18 (5%) VA-LU-LO.INT.B5, CEC-CC.1	The candidate was WELL prepared by knowing or researching the topic or skill well enough to teach it correctly to the students.	The candidate was prepared by knowing or researching the topic or skill well enough to teach it correctly to the students.	The candidate has research topic but does not demonstrate knowledge to teach it correctly to the students.	The candidate was NOT prepared by knowing or researching the topic or skill well enough to teach it correctly to the students.	
Comments:					
Delivery of Information 1/18 (5%) VA-LU-LO.INT.B3, ACEI-2007.3.5, CEC-CC.5	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 the lesson.	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 the lesson.	The candidate did NOT explain the content or skill in a clear manner. There was NOT a clear understanding and presentation of the specific content or skill that the candidate wanted students to know or do after the lesson.	It was unclear what the candidate was trying to teach.	
Comments:					
Communication 1/18 (5%) VA-LU-LO.INT.B3, ACEI-2007.3.1, CEC-CC.6, CEC-CC.5	The candidate uses effective verbal, nonverbal and cutting edge media communication techniques to foster active inquiry collaboration and supportive interaction among students.	The candidate uses effective verbal, nonverbal and media communication techniques to foster active inquiry collaboration and supportive interaction among students.	The candidate does not use effective verbal, nonverbal and media communication techniques to foster active inquiry collaboration and supportive interaction among students.	Effective communication was not present.	
Comments:					
Instructional Sequence 1/18 (5%) VA-LU-LO.INT.B4, ACEI-2007.3.1, CEC-CC.4	The candidate provided teacher modeling and gave EXPLICIT expectations for student learning. The candidate used evidenced-based strategies to advance learning through guided and independent practice taking into account students' individual and group motivators.	The candidate provided teacher modeling and gave expectations for student learning. The candidate used evidenced-based strategies to advance learning through guided and independent practice taking into account students' individual and group motivators.	The candidate did NOT provide teacher modeling and did NOT give expectations for student learning. The candidate did NOT use evidenced-based strategies to advance learning through guided or independent practice taking into account students' individual and group motivators.	The candidate did NOT provide teacher modeling and did NOT give expectations for student learning. The candidate did NOT use evidenced-based strategies to advance learning through both guided and independent practice.	
Comments:					
Differentiation 1/18 (5%) VA-LU-LO.INT.B6, ACEI-2007.3.2, CEC-CC.3, CEC-CC.4, VA-LU-IL-PB.3.C	The candidate differentiated instruction to meet exceptional learning needs by creating instructional activities or experiences to address needs in the classroom, including those whose primary language is not English.	The candidate differentiated instruction to meet exceptional learning needs by creating instructional activities or experiences to address needs in the classroom, including those whose primary language is not English.	The candidate did NOT adequately differentiate instruction to meet exceptional learning needs by creating instructional activities or experiences to address needs in the classroom, including those whose primary language is not English.	The candidate did NOT differentiated instruction to meet exceptional learning needs by creating instructional activities or experiences to address needs in the classroom, including those whose primary language is not English.	
Comments:					
Pacing & Modification 1/18 (5%) VA-LU-LO.INT.B8, ACEI-2007.3.2, CEC-CC.4, VA-LU-IL-PB.3.B	The candidate used informal assessment strategies (e.g., questioning and student cues) to maintain good pacing of the lesson. The candidate effectively planned the lesson to "fit" the allotted time requirement (e.g., not too short and not too long).	The candidate used informal assessment strategies (e.g., questioning and student cues) to maintain adequate pacing of the lesson. The candidate effectively planned the lesson to "fit" the allotted time requirement (e.g., not too short and not too long).	The candidate used informal assessment strategies (e.g., questioning and student cues) but did NOT maintain adequate pacing of the lesson. The candidate did NOT effectively plan the lesson to "fit" the allotted time requirement (e.g., too short or too long).	The candidate did NOT use questioning or student cues to maintain adequate pacing of the lesson. The candidate did NOT effectively plan the lesson to "fit" the allotted time requirement (eg. The lesson was too short or too long).	
Comments:					
Active Engagement in Learning 1/18 (5%) VA-LU-LO.INT.B7, ACEI-2007.3.4, CEC-CC.4, VA-LU-IL-PB.3.A	The candidate provided an active, engaging lesson rather than a passive one. Hands on, creative learning was used and all students were motivated to participate in the lesson and positively interact with each other.	The candidate created an engaging lesson where students were motivated to participate and positively interact with each other but the candidate did not provide hands-on or creative experiences.	The candidate created a somewhat engaging lesson or provided some hands-on or creative experiences.	The candidate provided neither an active, engaging lesson or creative, hands-on experiences.	

Comments:					
Critical Thinking Skills 1/18 (5%) VA-LU-LO.INT.B4, ACEI-2007.3.3, CEC-CC.4, VA-LU-IL-PB.3.C	The candidate encouraged all students to use critical thinking skills by asking questions and giving assignments that promote higher order thinking for all students – Gifted and talented learners are given appropriate accommodations for challenging and meaningful learning experiences.	The candidate asked some higher order thinking questions.	The candidate asked no HOTS questions or provided NO assignments that promote higher order thinking.	The candidate asked no HOTS questions and provided NO assignments that promote higher order thinking.	
Comments:					
Disposition 1/18 (5%) VA-LU-LO.INT.B7, ACEI-2007.3.5, VA-LU-IL-PB.4.B, CEC-CC.5	The candidate maintained a good rapport and was able to effectively interact with the students.	The candidate remained calm throughout the lesson and interacted with most students.	The candidate did not maintain a good rapport and did not interact with some students.	The candidate did not maintain a good rapport and did not interact with the students.	
Comments:					
Classroom Management 1/18 (5%) VA-LU-LO.INT.B7, ACEI-2007.3.4, CEC-CC.4, CEC-CC.5, VA-LU-IL-PB.3.A	The candidate used proximity, instructional preparation, questioning, and appropriate strategies to keep students on task and provide a safe, inviting learning environment.	The candidate provided a safe, calm learning environment but did not keep all students on task.	The candidate did not use effective management strategies and did not maintain a safe and calm learning environment. Most learners were not on task.	No learners were on task.	
Comments:					
Speech 1/18 (5%) VA-LU-LO.INT.B3, CEC-CC.6, ACEI-2007.2.1	The candidate had appropriate voice volume and diction. The candidate used no slang terms and minimal filler words. The candidate used appropriate grammar and speaking skills throughout the lesson.	The candidate had an appropriate voice volume and diction. The candidate used minimal slang terms and minimal filler words. The candidate used appropriate grammar and speaking skills throughout the lesson.	The candidate had an appropriate voice volume and diction or used appropriate grammar and speaking skills throughout the lesson, or used minimal filler words and slang.	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 the lesson.	
Comments:					
Professionalism 1/18 (5%) VA-LU-LO.INT.B3, ACEI-2007.3.1, VA-LU-IL-PB.4.B, VA-LU-IL-PB.4.C, VA-LU-IL-PB.4.D, CEC-CC.9	The candidate used appropriate speech and maintained a calming demeanor in all situations. The candidate displayed an appropriate attitude and respect towards colleagues, students, and others. The candidate effectively collaborated with other educators and resource teachers if available.	The candidate used appropriate speech and maintained a calming demeanor in MOST situations. The candidate displayed an appropriate attitude and respect towards colleagues, students, and others. The candidate collaborated with other educators and resource teachers if available.	The candidate used appropriate speech and maintained a calming demeanor in SOME situations. The candidate displayed somewhat appropriate attitude and respect towards colleagues, students, and others. The candidate collaborated with other educators and resource teachers if available.	The candidate did NOT use appropriate speech and did NOT maintain a calming demeanor in most situations. The candidate did NOT display an appropriate attitude and respect towards colleagues, students, and others. The candidate did NOT collaborate with other educators and resource teachers if available.	
Comments:					
Attire 1/18 (5%) VA-LU-LO.INT.B3, ACEI-2007.5.1, CEC-CC.9	The candidate was modest, adhered to the LU dress code, and wore professional clothing such as a suit, dress pants, blazer, collared shirt, etc.	The candidate's attire was modest and adhered to the LU dress code, but was too casual.	The candidate was somewhat immodest, unkempt, and too casual.	The candidate was immodest, unkempt, and too casual.	
Comments:					

Closure 1/18 (5%) VA-LU-LO.INT.B4, ACEI-2007.3.1, CEC-CC.4, CEC-CC.5	The candidate provided closure to the lesson by including a "planned ending" which could include a summary of the main points, a question for the students to answer, a journal entry, etc.-- any type of activity that would solidify learning for the students and help them to remember the content or be able to do the skill again.	The candidate had a "planned ending" but should have had a clearer, more effective summary and closing for the lesson	The candidate had a poorly "planned ending" and did not have a clear, effective summary and closure of the lesson. The lesson ended abruptly and the students did not have a definite understanding of what they were supposed to know or do as a result of the lesson.	The candidate had no "planned ending" and did not have a clear, effective summary and closure of the lesson. The lesson ended abruptly and the students did not have a definite understanding of what they were supposed to know or do as a result of the lesson.	
Comments:					
Post Assessment 1/18 (5%) VA-LU-LO.INT.B10, ACEI-2007.4, CEC-CC.8	The candidate used both informal and formal assessment to monitor student achievement. The candidate provided some type of final assessment tool (project, game, worksheet, presentation, etc.) wherein students could be monitored for their learning of the content or skill. Pre-Assessment and Post Assessment were used in the lesson. Pre-Assessment and Post Assessment were used in the lesson.	The candidate used at least one type of assessment during the lesson to monitor student achievement. The candidate provided some type of final assessment tool (project, game, worksheet, presentation, etc.) wherein students could be tested for their learning of the content or skill.	The candidate did not provide an appropriate assessment.	The candidate provided no final assessment to monitor student achievement.	
Comments:					
					48.000 pts   88.89 %

## Reflection Rubric

	Advanced (3.000 pts)	Proficient (2.000 pts)	Developing (1.000 pts)	Not Present	N/A
Accuracy of teacher performance 1/4 (25%) VA-LU-LO.INT.B3, ACEI-2007.5.1, CEC-CC.8, VA-LU-IL-PB.4.A	The candidate accurately provided a summary of his/her performance with very detailed description and documentation. All sections of the reflection template were addressed with thorough responses; phrases and incomplete sentences are not acceptable. Key words such as since, because, through, using etc. were seen throughout the document proving the way that various competencies and expectations were met.	The candidate provided an accurate summary of his/her performance. All sections of the reflection template were completed. The description sections were somewhat detailed but could be improved with more documentation.	The candidate did NOT provide an accurate summary of his/her performance. Sections of the reflection template were incomplete. Documentation of performance was insufficient.	Not given	
Comments:					
Accuracy of student achievement 1/4 (25%) VA-LU-LO.INT.B10, ACEI-2007.4, CEC-CC.8, VA-LU-IL-PB.4.A	The candidate included a summary and accurate documentation of student participation and achievement based on data from the pre-test and post-test. Key words such as since, because, through, using etc. were seen throughout the document proving the way that students were able to participate and achieve.	The candidate provided an accurate summary of student participation and achievement. The description sections were somewhat detailed but could be improved with more documentation.	The candidate did NOT provide an accurate summary of student participation and achievement. The description sections were incomplete and documentation of student participation and achievement was insufficient.	Not given	
Comments:					

Reflection of strengths and weaknesses 1/4 (25%) VA-LU-LO.INT.B3, ACEI-2007.5.1, CEC-CC.8, VA-LU-IL-PB.4.A	The candidate accurately portrayed his/her strengths and weaknesses and was able to generate ideas for future growth in the areas of planning, instruction, and student participation and achievement.	The candidate accurately portrayed 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 his/her weaknesses and generated NO ideas for future growth in the areas of planning, instruction, and student participation and achievement.	Not given	
Comments:					
Professional writing 1/4 (25%) VA-LU-LO.INT.B3, ACEI-2007.2.1, CEC-CC.9	Complete sentences, appropriate grammar, spelling, and capitalization are used throughout the entire document.	Complete sentences, appropriate grammar, spelling, and capitalization are used throughout most of the document.	Complete sentences, appropriate grammar, spelling, and capitalization are used throughout some of the document.	Complete sentences, appropriate grammar, spelling, and capitalization are used throughout few or no parts of the document.	
Comments:					
	12.000 pts   100 %				