

Institution:	Liberty University
Student:	Jessica Blocker
Supervisor:	Ashley Jones
Site:	Meadowbrook Elementary School
Date:	Fall 2024 - Term A (08/19/24 - 12/13/24)
Type:	EDRS 699 (OSM_Adv. (Onsite Mentor - Site Supervisor))
Final Completed:	12/11/24 04:02 PM

EDRS 699 Final AIA Reading Specialist Rubric - Mentor

General overview

Please rate the candidate’s overall performance on the ILA 2017 standards during the internship. Select the most appropriate performance level. In order to complete the internship successfully, candidates must have met every standard at a “Level 2: Met Acceptable” rating or higher. **Provide a comment below for any rating at a “Level 1: Not Met.”** Candidates who receive any “Level 1: Not Met” ratings will receive remediation before being able to complete the internship.

Here is a link to a training video to assist you in understanding how to score the Advanced Internship Assessment. This video will explain the components of the assessment as well as the different levels of scoring. **Please watch this video prior to completing the final AIA in Week 16 of the internship.**
https://watch.liberty.edu/media/t/1_1gvcl7ph

	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
Foundational Knowledge	Candidate has met all criteria in Level 2 AND meets the additional criteria for Level 3 as listed below. Candidates critique major theoretical, conceptual, historical, and evidence-based components of	Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of reading, writing, and language. AND Candidates demonstrate	Candidates have gaps in their knowledge of major theoretical, conceptual, historical, and	No Evidence	

reading, writing, and language. OR Candidates share their knowledge of the theoretical, conceptual, historical, and evidence-based foundations of reading, writing, and language with colleagues, administrators, or families. SUGGESTED LOOK FORs: • Candidates present a professional development workshop on a literacy topic. The presentation is grounded in research and theory. • Candidates share new research findings that support or contradict established beliefs about literacy. • Candidates use foundational knowledge of literacy as they interact with colleagues in the PD follow-up meetings.	knowledge of the relationship between reading, writing, and language. AND Candidates demonstrate knowledge of the role of the reading/literacy specialist in schools. SUGGESTED LOOK FORs: • Candidates show their foundational knowledge as they discuss literacy issues in the school. • Candidates use foundational knowledge about literacy as they work with case study participants. • Candidates' actions and attitudes show they understand how to function as reading specialists in day-to-day practice at the internship site.	evidence-based foundations of reading, writing, and language. SUGGESTED LOOK FORs: • Candidates are unfamiliar with current research in reading, writing, and language. • Candidates are unfamiliar with evidence-based practices in reading, writing, and language.
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	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence No Evidence	Level 3: Met Target
Curriculum and Instruction	Candidate has met all criteria in Level 2 AND meets the additional criteria for Level 3 as listed below. Candidates ensure the planned literacy instruction is consistent with school-wide literacy goals. AND Candidates support	Candidates use foundational knowledge to design literacy curricula to meet the needs of all learners, especially those who experience difficulty with literacy. AND Candidates design, implement, and evaluate whole class,	Candidates do not use foundational knowledge to design literacy curricula. OR Candidates use foundational knowledge to design literacy curricula BUT the curricula does not meet the		

teachers in implementing evidence-based instruction and reflecting on classroom instructional practice to maximize student learning. SUGGESTED LOOK FORs: • Candidates use a variety of evidencebased strategies to plan literacy instruction for case study participants. • Candidates understand horizontal and vertical alignment of literacy instruction within and across the grades. • Candidates plan instruction for case study participants, which is explicit, intense, and provides adequate scaffolding. • Candidates support one teacher in implementing a new literacy strategy in the classroom. • Candidates observe literacy instruction in classrooms and provide supportive feedback to teachers. • Candidates meet with teachers to discuss classroom observations and reflect on literacy practices.	small-group, and individual evidencebased literacy instruction for all learners. AND Candidates collaborate with teachers to implement effective literacy practices. SUGGESTED LOOK FORs: • Candidates use evidence-based strategies to plan literacy instruction for case study participants. • Candidates effectively use informational and narrative texts in instruction. • Candidates are skilled in providing effective literacy instruction for the whole class, small groups, and individuals. • Candidates understand how to integrate literacy into other subject areas. • Candidates select, teach, and evaluate supplemental and intervention programs. • Candidates co-plan, model, and co-teach with colleagues to provide effective instruction. • Candidates work with teachers to solve problems related to literacy instruction.	needs of all learnings. OR Candidates design, implement, and evaluate literacy instruction only for the whole class. SUGGESTED LOOK FORs: • Candidates' planned instruction for case study participants is not based on foundational knowledge of literacy. • Candidates lack an understanding of how to plan instruction for small groups or individuals. • Candidates lack an understanding of evidence-based supplemental and intervention programs. • Candidates lack an understanding of how to scaffold instruction to meet the needs of individuals or groups. • Candidates lack an understanding of how to co-plan, model, and co-teach with colleagues.
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Assessment and Evaluation	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence No Evidence	Level 3: Met Target
	<p>Candidate has met all criteria in Level 2 AND meets the additional criteria for Level 3 as listed below. Candidates use assessment results to advocate for appropriate literacy practices to relevant stakeholders.</p> <p>SUGGESTED LOOK FORs: • Candidates demonstrate knowledge and usage of a variety of assessment measures. • Candidates synthesize assessment results across various formal and informal measures. • Candidates identify the strengths/limitations of assessment measures. • Candidate utilize feedback from the classroom teachers of the case study participants to make instructional decisions. • Candidates share assessment results orally and in writing with a variety of stakeholders. • Candidates support teachers in using assessment results for instructional decision</p>	<p>Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement. AND Candidates use assessment results to inform instruction and evaluate interventions. AND Candidates assist teachers in their understanding and use of assessment results.</p> <p>SUGGESTED LOOK FORs: • Candidates demonstrate knowledge and usage of formal and informal assessment tools for evaluating literacy performance. • Candidates accurately interpret formal and informal assessment data. • Candidates collaborate with colleagues to use data for decision making (i.e., with case study participants). • Candidates lead professional learning experiences to assist teachers in</p>	<p>Candidates need additional practice with selecting and using valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement. OR Candidates do not understand how to use assessment results to plan instruction. OR Candidates understand and use assessment results BUT are unable to support others in doing the same.</p> <p>SUGGESTED LOOK FORs: • Candidates need additional practice with understanding assessment tools. • Candidates need assistance in administering formal or informal measures. • Candidates do not collaborate with</p>		

making. • Candidates understand and use others regarding advocate for appropriate assessment results (i.e., assessment data. • literacy practices to as part of the Candidates need stakeholders such as professional additional practice students, administrators, development workshop). to appropriately teachers, and parents • Candidates share share assessment assessment results results with orally and in writing with stakeholder groups. the parents and teachers of the case study participants

	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
Diversity and Equity	<p>Candidate has met all criteria in Level 2 AND meets the additional criteria for Level 3 as listed below.</p> <p>Candidates advocate for equity at school, district, and community levels.</p> <p>SUGGESTED LOOK FORs: • Candidates appear skillful at working with diverse learners and providing culturally responsive teaching. • Candidates celebrate their own culture and the culture of others. • Candidates select culturally relevant texts. • Candidates advocate for inclusive,</p>	<p>Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity. AND Candidates demonstrate an understanding of themselves and others as cultural beings. AND Candidates create classrooms and schools that are inclusive and affirming.</p> <p>SUGGESTED LOOK FORs: • Candidates understand the characteristics of diverse learners and how to provide culturally responsive teaching (e.g., for case study participants). • Candidates recognize their own culture and the culture of others. • Candidates</p>	<p>Candidates lack an understanding of current research and theory in diversity and equity. OR Candidates do not show an appreciation of the culture of others. OR Candidates do not create an inclusive, affirming classroom.</p> <p>SUGGESTED LOOK FORs: • Candidates show little or no evidence of the characteristics of diverse learners or how to provide culturally responsive teaching. • Candidates are unaware of the different cultures in</p>	No Evidence	

affirming classrooms for all students. • Candidates advocate for equitable literacy instruction in the school and in the community	create an inclusive and affirming classroom environment when working with case study participants and other students. • Candidates advocate for equity for case study participants.	the school community. • Candidates need to make adjustments in the classroom environment so all students are included
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	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
Learners and the Literacy Environment	Candidate has met all criteria in Level 2 AND meets the additional criteria for Level 3 as listed below. Candidates support colleagues in designing instruction that meets the developmental	Candidates meet the developmental needs of all learners. AND Candidates collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners. AND Candidates integrate digital technologies in	The instruction provided by candidates meets the developmental needs of certain groups of students. OR Candidates fail to consult families and colleagues about the needs of students. OR Candidates use only	No Evidence	

needs of all learners. OR Candidates model the use of digital technologies in literacy instruction for colleagues.	appropriate, safe, and effective ways. AND Candidates foster a positive climate that supports a literacy-rich learning environment.	print resources. OR Candidates use digital resources in unsafe ways. OR Candidates foster an unhealthy climate, which does not support literacy learning.
SUGGESTED LOOK FORs: • Candidates consult with families and colleagues and use that knowledge in developing appropriate instructional activities for case study participants. • Candidates support colleagues in designing instruction which meets the physical, social, emotional, cultural, and intellectual needs of students (e.g., through the professional development workshop). • Candidates assist colleagues in using appropriate, safe, and effective digital resources during literacy instruction. • Candidates model a positive, literacy-rich learning environment for colleagues.	SUGGESTED LOOK FORs: • Candidates understand what is developmentally appropriate for case study participants. • Candidates consider the physical, social, emotional, cultural, and intellectual needs of students. • Candidates work together with families and colleagues to meet student needs. • Candidates give the students opportunities to select their own reading materials. • Candidates use a variety of print and digital materials with case study participants or other students. • Candidates ensure that students use digital resources in appropriate, safe, and effective ways. • Candidates create a positive, literacy-rich learning environment, which includes appropriate classroom routines, groupings, or social interactions.	LOOK FORs: • Candidates do not understand the developmental needs of the case study participants or other students. • Candidates struggle with working with parents or other teachers to meet the needs of students. • Candidates limit student choice in reading material. • Candidates use only print materials for instruction. • Candidates provide no safeguards to ensure that students use digital resources in appropriate, safe, and effective ways. • Candidates need to make changes in classroom routines, groupings, or social interactions to create a healthy climate.

Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
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Professional Learning and Leadership	<p>Candidate has met all criteria in Level 2 AND meets the additional criteria for Level 3 as listed below. Candidates are actively involved in professional organizations. AND Candidates advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies. SUGGESTED LOOK FORs: • Candidates attend professional conferences and share information with colleagues</p> <ul style="list-style-type: none"> • Candidates facilitate collaborative decisionmaking with colleagues. • Candidates demonstrate confidence and leadership when working with other adults. • Candidates are critical consumers of research, policy, and practice. • Candidates coach colleagues in the improvement of literacy instruction (e.g., through the professional development follow-up coaching session) • Candidates make recommendations for future literacy instruction for case study participants. • Candidates make recommendations for 	<p>Candidates reflect on their professional practices. AND Candidates belong to professional organizations. AND Candidates use their knowledge of adult learning to work collaboratively with colleagues. AND Candidates demonstrate their leadership and facilitation skills when working with individuals and groups. SUGGESTED LOOK FORs: • Candidates are reflective in practice and accept feedback from supervisors and mentors.</p> <ul style="list-style-type: none"> • Candidates display an understanding of adult learners • Candidates engage in collaborative discussions with teachers about effective instruction and intervention (e.g., through the professional development workshop and follow-up coaching sessions) • Candidates are recognized as literacy leaders within the school. • Candidates work well with other colleagues. • Candidates lead group meetings by setting norms and promoting 	<p>Candidates show no evidence of reflecting on professional practice. OR Candidates do not belong to professional organizations. OR Candidates' interactions with colleagues demonstrates a gap in knowledge of adult learning. OR Candidates are lacking in leadership or facilitation skills. SUGGESTED LOOK FORs: • Candidates receive feedback from supervisors and mentors but do not make needed changes in practice (e.g., items noted on internship assessments) <ul style="list-style-type: none"> • Candidates lack an understanding of adult learners. • Candidates do not work well with other colleagues. </p>	No Evidence
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future literacy-related professional development for the school. group discussion (e.g., through the professional development follow-up sessions).

	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
Practicum/Clinical Experiences	<p>Candidate has met all criteria in Level 2 AND meets the additional criteria for Level 3 as listed below.</p> <p>Candidates collaborate with colleagues to develop, reflect on, and self-assess their own teaching practices and the practices of others. AND Candidates engage in novice coaching practices with groups and individuals.</p> <p>SUGGESTED LOOK FORs: • Candidates analyze the literacy instruction of others (e.g., professional development follow-up coaching session).</p> <p>• Candidates actively seek ways to improve their literacy</p>	<p>Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working colleagues. AND Practica include ongoing experiences in school-based setting(s). AND Supervision includes observation and ongoing feedback by qualified supervisors.</p> <p>SUGGESTED LOOK FORs: • Candidates provide literacy instruction to individuals and small groups of</p>	<p>Candidates complete practica/ clinical experiences which focus solely on intervention work with students. OR Practica/clinical experiences are at sites other than an authentic, schoolbased setting. OR Candidates do not receive supervision, including observation and feedback, from a qualified supervisor.</p> <p>SUGGESTED LOOK FORs: • Candidates work with only individuals OR groups during the internship.</p> <p>• Candidates only work with students at one grade level during the internship.</p> <p>• Candidates do not use feedback from mentor observations</p>	No Evidence	

instruction by implementing changes based on mentor observations and discussions. • Candidates provide coaching to colleagues (e.g., coach one teacher as a follow-up to the professional development workshop). • Candidates excel in completing tasks during the internship. • Candidates have more than 200 hours of field experience with a minimum of 100 hours during the internship.	students at different grade levels (e.g., case study participants). • Candidates seek to improve their literacy instruction by using feedback from mentor observations and discussion. • Candidates complete all expected duties during the internship. • Candidates have 200 hours of field experience with a minimum of 100 hours during the internship.	or discussions to improve literacy instruction. • Candidates fail to follow-up on the professional development workshop with a coaching experience. • Candidates struggle to complete all expected duties during the internship. • Candidates have less than 200 hours of field experience at the conclusion of the internship.
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SCRIP Dispositions Assessment

Dear Host Teacher, Cooperating Teacher, or On-site Mentor,

Before completing the SCRIP/Pre-SCRIP assessment, please review the SCRIP/PreSCRIP Scorer Training video. This video will explain the importance of this assessment and will provide direction on how to accurately score the candidate using the instrument. The video is less than 15 minutes in length. Here is the link: https://watch.liberty.edu/media/t/1_gvd5n0i1

	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
A. Social Responsibility	The candidate demonstrates a sense of fairness, justice, and equity for all students AND demonstrates empathy and sensitivity to human needs.	The candidate demonstrates a sense of fairness, justice, and equity for all students.	The candidate states that all students can learn BUT the candidate's actions do not confirm the belief.	No Evidence	

Level

	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	3: Met Target
B. Social Responsibility	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment and creates a learning environment where student access, success, and achievement are priority.	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment.	The classroom environment is lacking in positive affirmation, structure, OR safety.	No Evidence	

	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
C. Commitment	The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines. AND The candidate demonstrates a persevering commitment to the mission and vision of the school and each student's learning success.	The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines.	The candidate makes commitments that he/she is unable to keep.	No Evidence	

	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
D. Commitment	The candidate shows the extraordinary selfdiscipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/ or leadership and supervision to occur. AND The	The candidate shows the self- discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/ or leadership and	The candidate's lack of planning, preparation, or organization hinders successful instruction or leadership. OR	No Evidence	

candidate consistently completes assigned tasks ahead of time.

supervision to occur. AND The candidate completes assigned tasks on time.

The candidate completes assigned tasks after the deadline.

	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
E. Reflective Practice	The candidate thoughtfully considers educational matters, the practice of teaching, and utilizes data to make informed decisions regarding educational matters and the practice of teaching to implement change.	The candidate thoughtfully considers educational matters and the practice of teaching to make informed decisions.	The candidate spends little time reflecting on the practice of teaching to make informed decisions.	No Evidence	
	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
F. Reflective Practice	The candidate makes choices after pondering ideas, experiences, research, and engages in collaboration with colleagues when appropriate.	The candidate makes choices after pondering ideas and experiences.	The candidate acts quickly before thinking about the results.	No Evidence	
	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
G. Integrity	The candidate models exemplary citizenship and displays moral leadership. AND The candidate values honesty inside and outside of the	The candidate models good citizenship and acts in an ethical and moral manner. AND	The candidate does not follow the rules or the law. OR The candidate acts in a way which causes	No Evidence	

classroom. AND The candidate abides by a professional code of ethics and standards of practice.

The candidate values honesty inside and outside of the classroom.

others to question his/her ethics or morals.

	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
H. Integrity	The candidate demonstrates exemplary commitment to consuming, creating, distributing, and communicating information through all technologies to build local and global learning communities, both personally and professionally	The candidate demonstrates a positive commitment to consuming, creating, distributing, and communicating information through all technologies.	The candidate lacks professional discretion when consuming, creating, distributing, and/or communicating through the use of all technologies.	No Evidence	

	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
I. Professionalism	The candidate demonstrates exemplary behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur. AND The candidate effectively manages personal emotions and feelings and reacts reasonably to situations. AND The candidate acts confidently and maturely taking responsibility in leadership. AND The candidate maintains enthusiasm and passion for the	The candidate demonstrates appropriate behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur. AND The candidate manages personal emotions and feelings and reacts reasonably to situations. AND The	The candidate is impatient or inflexible, lacks personal management skills and confidence.	No Evidence	

teaching profession and views
learning as a life-long activity.

candidate acts
confidently and
maturely.

	Level 3: Met - Target	Level 2: Met - Acceptable	Level 1: Not Met - Developing	No Evidence	Level 3: Met Target
J. Professionalism	The candidate effectively uses the English language in speech and writing. AND The candidate consistently supports writings with research and professional perspectives	The candidate effectively uses the English language in speech and writing.	The candidate has many errors in written communication.	No Evidence	

Suggested Letter Grade

Please provide a suggested letter grade to signify the candidate's overall performance and effort during the practicum.

A

Evaluation Score Summary

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

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