

Institution:	Liberty University
Student:	Madison Wilson
Supervisor:	Maegan Vanderbleek
Site:	Tomahawk Elementary
Date:	Fall 2024 - Term A (08/19/24 - 12/13/24)
Type:	EDSP 473 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	11/19/24 03:00 PM

Pre-CPAST Assignment 11-22 - Mentor

General overview

Assessment

Pre-CPAST Directions

Directions – The form will be used once during the course of the term and will be provided by the Program Coordinator to the University Supervisor, Host Teacher, and Candidate.

Additional information about and support for using the form can be found in the "Glossary" and "Look Fors" for select rows (indicated by an *) at the end of this document

Glossary of Terms

Analysis: Careful and critical examination of data and/or processes to identify key components and potential outcomes.

Assessment: "Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement

Candidate: (Also known as "intern") An individual participating in a full-time field experience in a P12 classroom in order to obtain professional education licensure/certification.

Cooperating Teachers: (Also known as "mentor teachers") Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

Data-informed decisions: "Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels."

Developmental Theory (General): Theories that describe the stages of development of children/adolescents (e.g., Erikson's Theory of Psychosocial Development, Kohlberg's Theory of Moral Development, Piaget's Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).

Developmental Theory (Content-Specific): Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.

Evidence: Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction

Feedback: "Information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning."

Formative Assessment: "Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement."

Goals: See definition for "Measurable Goals."

Learner: Any P12 student in the student teacher's classroom.

Learning Environment: Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

Measurable Goals: "Provides information for describing, assessing, and evaluating student achievement."

Mentor Teachers: See definition for "Cooperating Teachers."

Objectives/Targets: P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.

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Program Coordinator: Faculty or staff member from a college or university who coordinates/manages the administrative components of a teacher educator licensure program.

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Targets: See definition for 'Objectives/Targets.'

University Supervisor (US): The university instructor assigned to the student teacher who regularly observes his/her performance to provide feedback on strengths and weaknesses. The US coordinates the student teacher's evaluation, and is responsible for recording the consensus scores using this form.

Section Weight: 0%

Suggested Letter Grade Rubric

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

		A	B	C	D	F	
Please provide a suggested letter grade to signify the candidate's overall performance and effort during the practicum. (1.000, 100.0%)	Final Required	A					Madison will be an amazing teacher! She genuinely cares for students and works respectfully and collaboratively with colleagues. She asked great questions and was always eager to

						learn more and implement what she had learned.
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Section Weight: 0%

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
A. Focus for Learning: Standards and Objectives/Target (1.000, 7.1%)	Plans align to appropriate P-12 state Learning Standards AND Goals are measurable AND Standards, objectives/	Plans align to appropriate P-12 state Learning Standards AND/OR Some goals are measurable	Plans do not align to the appropriate P-12 state Learning Standards AND/OR Goals are absent or not measurable	
CAEP-Initial-2022.R1.3 InTASC-2017.7.a	targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners	AND/OR Standards, objectives/targets, and learning tasks, are loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners	AND/OR Standards, objectives/targets, and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners	

Question Comments : *Comment Required

Madison's lesson met all expectations for the focus student.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
B. Assessment of P-12 Learning (1.000, 7.1%)	Planned assessments 1. Provide opportunities for learners to illustrate competence 2. Align with the P-12 state Learning Standards	Planned assessments 1. Provide opportunities for some learners to illustrate competence OR 2. Align with the P-12 state Learning Standards	Planned assessments 1. Are not included OR 2. Do not align with the P-12 state Learning Standards	
CAEP-Initial-2022.R1.3 InTASC-2017.6.b				

Question Comments : *Comment Required

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	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
C. Learning Target and Directions (1.000, 7.1%)	Articulates an accurate and clear learning target AND Articulates accurate directions/explanations AND Sequences learning experiences appropriately	Articulates an inaccurate or unclear learning target AND/OR Articulates inaccurate directions/explanations	Does not articulate the learning target OR Does not articulate directions/explanations	
CAEP-Initial- 2022.R1.3 InTASC- 2017.7.c				

Question Comments : *Comment Required

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	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
D. Checking for Understanding and Adjusting Instruction through Formative Assessment (1.000, 7.1%)	Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)	Inconsistently checks for understanding during lessons using formative assessment AND Adjusts instruction accordingly, but adjustments may cause additional confusion	Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners' responses	
CAEP-Initial-2022.R1.3 InTASC-2017.8.b				

Question Comments : *Comment Required

Madison's lesson met all expectations for the focus student.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
E. Digital Tools and Resources	Discusses AND uses developmentally appropriate	Discusses developmentally appropriate	One of the following: A. Does not use technologies	

(1.000, 7.1%)	technologies (digital tools and resources) that	technologies (digital tools and resources)	(digital tools and resources) to engage learners
CAEP-Initial-2022.R1.2 InTASC-2017.5.I InTASC-2017.6.i	1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills	relevant to learning objectives/ targets of the lesson AND Technology is not available	AND Technology is available in the setting OR B. Use of technologies is not relevant to the learning objectives/ targets of the lesson OR C. Does not discuss technologies AND Technology is not available in the setting

Question Comments : *Comment Required

Madison's lesson met all expectations for the focus student.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
F. Safe and Respectful Learning Environment (1.000, 7.1%)	Manages a safe and respectful learning environment through the use of routines and transitions (i.e., classroom management) AND Establishes and promotes constructive relationships to equitably engage learners	Attempts to manage a safe learning environment through the use of routines and transitions (i.e., classroom management) AND/OR Attempts to establish constructive relationships to engage learners	Does not manage a safe learning environment (i.e., insufficient classroom management) OR Does not establish constructive relationships to engage learners	
CAEP-Initial-2022.R1.1 InTASC-2017.3.d				

Question Comments : *Comment Required

Madison's lesson met all expectations for the focus student.

Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000)	Meets Expectations
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pt)

G. Data- Guided Instruction
(1.000, 7.1%)

Uses data-informed decisions to design instruction and assessment

Uses minimal data to design instruction and assessment

Does not use data to design instruction and assessment

CAEP-Initial-2022.R1.3 InTASC-2017.6.I

Question Comments : *Comment Required

Madison's lesson met all expectations for the focus student.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
H. Feedback to Learners (1.000, 7.1%)	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement AND Provides timely feedback	Provides minimal feedback that 1. Enables learners to recognize strengths OR areas for improvement OR Feedback is provided in a somewhat timely fashion	Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement OR Feedback is not provided in a timely fashion	
CAEP-Initial-2022.R1.3 InTASC-2017.6.d				

Question Comments : *Comment Required

Madison's lesson met all expectations for the focus student.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
I. Assessment Techniques (1.000, 7.1%)	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative	Assessment techniques are 1. Developmentally appropriate 2. Formative	Assessment techniques are 1. Developmentally inappropriate OR Not used	
CAEP-Initial-2022.R1.3 InTASC-2017.7.d				

Question Comments : *Comment Required

Madison's lesson met all expectations for the focus student.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
J. Connections to Research and Theory (1.000, 7.1%) CAEP-Initial- 2022.R1.1	Discusses and provides evidence of connections to educational research and/or theory	Mentions connections to educational research and/or theory	No connections OR inaccurate connections to educational research and/or theory	

Question Comments : *Comment Required

Madison's lesson met all expectations for the focus student.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
K. Demonstrates Punctuality (1.000, 7.1%) CAEP-Initial-2022.R1.4 InTASC-2017.9.o	Reports on time for experience AND Additional teacher engagements (e.g., IEPs, teacher committees)	Inconsistently reports on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	Does not report on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	

Question Comments : *Comment Required

Madison consistently reported to the practicum early and ready for each day.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
L. Meets Deadlines and Obligations (1.000, 7.1%)	Meets deadlines and obligations established by the cooperating teacher, instructor, and/or supervisor	Most of the time meets deadlines and obligations established by the cooperating teacher, instructor,	Frequently misses deadlines or obligations established by the cooperating teacher, instructor, and/or supervisor	

CAEP-Initial- 2022.R1.4 InTASC- 2017.9.o	AND Informs all stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	and/or supervisor AND Informs some stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	AND/OR Does not inform stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence
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Question Comments : *Comment Required

Madison met all deadlines and communicated effectively prior to changes in the schedule.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
M. Collaboration (1.000, 7.1%)	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in planning and implementing instruction	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	
CAEP-Initial- 2022.R1.4 InTASC- 2017.10.b				

Question Comments : *Comment Required

Madison was a great addition to my classroom as well as the classes that we went into. She was always ready to step in and help whenever needed.

Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
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N. Responds Positively to Feedback and Constructive Criticism (1.000, 7.1%)	Is receptive to	Is receptive to	Is not receptive to
	feedback, constructive criticism, supervision, and responds professionally AND incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	feedback, constructive criticism, and supervision AND/OR incorporates feedback inconsistently	feedback, constructive criticism, and supervision AND/OR Does not incorporate feedback
CAEP-Initial-2022.R1.4 InTASC-2017.9.n			

Question Comments : *Comment Required

Madison asked great questions and was eager to learn.

Section Weight: 0%

School Setting: Part A**Suburban**

School Setting (This section's scoring will not affect the student's overall score. The point values are for reporting purposes only.) (1.000, 100.0%)

Question Comments :

Section Weight: 0%

Element 1Method of Instructional Delivery (This section's scoring will not affect the student's overall score. The point values are for reporting purposes only.) (1.000, 100.0%)

In Person Only**Question Comments :**

Section Weight: 0%

Pre-SCRIP Dispositions Assessment Rubric

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

Before completing the SCRIP/Pre-SCRIP assessment, please review the SCRIP/Pre-SCRIP 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_103thmlr

Also attached is a copy of the PowerPoint used in the video in case you would like to refer back to the slides after watching the training. Thank you so much for investing in the training and preparation of future educators!

Attachments: SCRIP__Pre_SCRIP_Scorer_Training_200602.pptx

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
A. Social Responsibility (1.000, 10.0%)	The candidate demonstrates a sense of fairness,	The candidate states that all students can learn	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP- Revised-Advanced- 2022.RA1.1f	justice, and equity for all students	BUT the candidate's actions do not confirm the belief.		
InTASC-2017.9.m NASDTEC-MCEE-2015.3				

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
B. Social Responsibility (1.000, 10.0%)	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 provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised- Advanced-2022.RA1.1f				
InTASC- 2017.10.c NASDTEC- MCEE- 2015.3				

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
C. Commitment (1.000, 10.0%)	The candidate follows through on commitments and	The candidate makes commitments that he/she is	No evidence provided.	
CAEP-Initial-2022.R1.4	takes responsibilities seriously while meeting deadlines	unable to keep.		
CAEP-Revised-Advanced-2022.RA1.1f				
InTASC-2017.10.p NASDTEC-MCEE-2015.1				

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
D. Commitment (1.000, 10.0%)	The candidate shows the self-discipline and work ethic essential to be	The candidate's lack of planning, preparation, or organization hinders	No evidence provided.	
CAEP-Initial-2022.R1.4	planned, prepared and organized for successful	successful instruction or leadership. OR		
CAEP-Revised-Advanced-2022.RA1.1f	instruction and learning/ or	The candidate completes assigned tasks after the		
InTASC-2017.9.k	leadership and	deadline.		
NASDTEC-MCEE-2015.1	supervision to occur.			
	AND			
	The candidate completes assigned tasks on time.			

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
E. Reflective Practice (1.000, 10.0%)	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 provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.c NASDTEC-MCEE-2015.2				

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
F. Reflective Practice (1.000, 10.0%)	The candidate makes choices after pondering ideas and experiences.	The candidate acts quickly before thinking about the results.	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.c NASDTEC-MCEE-2015.2				

Question Comments :

Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
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G. Integrity (1.000, 10.0%)	The candidate models good citizenship and acts in an ethical and moral manner.	The candidate does not follow the rules or the law. OR	No evidence provided.
CAEP-Initial-2022.R1.4	AND	The candidate acts in a way which causes others to	
CAEP-Revised-Advanced-2022.RA1.1f	The candidate values honesty inside and outside of the classroom and school.	question his/her ethics or morals.	
InTASC-2017.9.o NASDTEC-MCEE-2015.2			

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
H. Integrity (1.000, 10.0%)	The candidate demonstrates a positive commitment	The candidate lacks professional discretion when	No evidence provided.	
CAEP-Initial-2022.R1.4	to consuming, creating, distributing, and communicating	consuming, creating, distributing, and/or communicating through		
CAEP-Revised-Advanced-2022.RA1.1f	information through all technologies.	the use of all technologies.		
ISTE.2.3 ISTE.LDR.3				
InTASC-2017.10.g				
NASDTEC-MCEE-2015.5				

Question Comments :

Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
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I. Professionalism (1.000, 10.0%)	The candidate demonstrates appropriate behavior; possesses patience, self-control, and flexibility	The candidate is impatient or inflexible, lacks personal management skills and confidence.	No evidence provided.
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f	when obstacles or difficult situations occur.		
InTASC-2017.10.c NASDTEC-MCEE-2015.2	AND The candidate manages personal emotions and feelings and reacts reasonably to situations.		
	AND The candidate acts confidently and maturely.		

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met-Proficient
J. Professionalism (1.000, 10.0%)	The candidate effectively uses the English	The candidate has many errors in written communication.	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f	language in speech and writing.			
InTASC-2017.9.c NASDTEC-MCEE-2015.2				

Question Comments :

Pre-SCRIP Dispositions Assessment Rubric Comments : *Comment Required

Madison was a wonderful addition to our school community. She demonstrated each of the SCRIP dispositions every time she joined us. Each of my students felt safe and cared for with her, and she worked collaboratively with me and other colleagues.

Overall Evaluation Comments

Comments: *Required

Madison will be an amazing teacher! She genuinely cares for students and works respectfully and collaboratively with colleagues. She asked great questions and was always eager to learn more and implement what she had learned.

Evaluation Score Summary

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

Back to Top

Institution:	Liberty University
Student:	Madison Wilson
Supervisor:	Cathy Webb
Site:	T.C. MILLER ELEM FOR INNOVAT. 5100603
Date:	Fall 2024 - Term A (08/19/24 - 12/13/24)
Type:	EDUC 389 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	11/30/24 03:50 PM

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Section Weight: 0%

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		A	B	C	D	F	
Please provide a suggested letter grade to signify the candidate's overall performance and effort during the practicum. (1.000, 100.0%)	Final Required	A					Madison demonstrated confidence daily in the classroom as she moved around the room to assist students. She identified needs and adjusted to effectively support students. During her lesson she was

professional in meeting requirements, following her plan and delivering grade appropriate content. Every week she arrived prepared to add to the classroom environment and interact with the teaching community. Well done! Madison's future as a teacher is bright.

Section Weight: 0%

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A. Focus for Learning: Standards and Objectives/Target (1.000, 7.1%)	Plans align to appropriate P-12 state Learning Standards AND Goals are measurable AND Standards, objectives/ targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners	Plans align to appropriate P-12 state Learning Standards AND/OR Some goals are measurable AND/OR Standards, objectives/targets, and learning tasks, are loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners	Plans do not align to the appropriate P-12 state Learning Standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets, and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners	
CAEP-Initial-2022.R1.3 InTASC-2017.7.a				

Question Comments : *Comment Required

Met

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
B. Assessment of P-12 Learning (1.000, 7.1%)	Planned assessments 1. Provide opportunities for learners to illustrate competence 2. Align with the	Planned assessments 1. Provide opportunities for some learners to illustrate competence OR 2. Align	Planned assessments 1. Are not included OR 2. Do not align with the P-12 state Learning Standards	
CAEP-Initial-2022.R1.3 InTASC-				

2017.6.b

P-12 state Learning
Standardswith the P-12 state
Learning Standards**Question Comments : *Comment Required**

Met

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
C. Learning Target and Directions (1.000, 7.1%)	Articulates an accurate and clear learning target AND Articulates accurate directions/explanations AND Sequences learning experiences appropriately	Articulates an inaccurate or unclear learning target AND/OR Articulates inaccurate directions/explanations	Does not articulate the learning target OR Does not articulate directions/explanations	
CAEP-Initial- 2022.R1.3 InTASC- 2017.7.c				

Question Comments : *Comment Required

Met

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
D. Checking for Understanding and Adjusting Instruction through Formative Assessment (1.000, 7.1%)	Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)	Inconsistently checks for understanding during lessons using formative assessment AND Adjusts instruction accordingly, but adjustments may cause additional confusion	Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners' responses	
CAEP-Initial-2022.R1.3 InTASC-2017.8.b				

Question Comments : *Comment Required

Met

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
E. Digital Tools and Resources (1.000, 7.1%) CAEP-Initial-2022.R1.2 InTASC-2017.5.I InTASC-2017.6.i	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills	Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson AND Technology is not available	One of the following: A. Does not use technologies (digital tools and resources) to engage learners AND Technology is available in the setting OR B. Use of technologies is not relevant to the learning objectives/ targets of the lesson OR C. Does not discuss technologies AND Technology is not available in the setting	

Question Comments : *Comment Required

Helpful and knowledgeable with technology.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
F. Safe and Respectful Learning Environment (1.000, 7.1%) CAEP-Initial-2022.R1.1 InTASC-2017.3.d	Manages a safe and respectful learning environment through the use of routines and transitions (i.e., classroom management) AND Establishes and promotes constructive relationships to equitably engage learners	Attempts to manage a safe learning environment through the use of routines and transitions (i.e., classroom management) AND/OR Attempts to establish constructive relationships to engage learners	Does not manage a safe learning environment (i.e., insufficient classroom management) OR Does not establish constructive relationships to engage learners	

Question Comments : *Comment Required

Met

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
G. Data- Guided Instruction (1.000, 7.1%) CAEP-Initial- 2022.R1.3 InTASC- 2017.6.I	Uses data-informed decisions to design instruction and assessment	Uses minimal data to design instruction and assessment	Does not use data to design instruction and assessment	

Question Comments : *Comment Required

Met

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
H. Feedback to Learners (1.000, 7.1%) CAEP-Initial- 2022.R1.3 InTASC- 2017.6.d	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement AND Provides timely feedback	Provides minimal feedback that 1. Enables learners to recognize strengths OR areas for improvement OR Feedback is provided in a somewhat timely fashion	Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement OR Feedback is not provided in a timely fashion	

Question Comments : *Comment Required

Met

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
I. Assessment Techniques (1.000, 7.1%)	Evaluates and supports learning through	Assessment techniques are 1. Developmentally appropriate 2. Formative	Assessment techniques are 1. Developmentally inappropriate OR Not used	

CAEP-Initial- assessment techniques
2022.R1.3 InTASC- that are 1.
2017.7.d Developmentally
appropriate 2. Formative

Question Comments : *Comment Required

Met

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Emerging
J. Connections to Research and Theory (1.000, 7.1%)	Discusses and provides evidence of connections to educational research and/or theory	Mentions connections to educational research and/or theory	No connections OR inaccurate connections to educational research and/or theory	
CAEP-Initial- 2022.R1.1				

Question Comments : *Comment Required

Met

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
K. Demonstrates Punctuality (1.000, 7.1%)	Reports on time for experience AND Additional teacher engagements (e.g., IEPs, teacher committees)	Inconsistently reports on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	Does not report on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	
CAEP-Initial- 2022.R1.4 InTASC- 2017.9.o				

Question Comments : *Comment Required

Excellent

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
L. Meets Deadlines and Obligations (1.000, 7.1%) CAEP-Initial- 2022.R1.4 InTASC- 2017.9.o	Meets deadlines and obligations established by the cooperating teacher, instructor, and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	Most of the time meets deadlines and obligations established by the cooperating teacher, instructor, and/or supervisor AND Informs some stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	Frequently misses deadlines or obligations established by the cooperating teacher, instructor, and/or supervisor AND/OR Does not inform stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	

Question Comments : *Comment Required

Excellent

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
M. Collaboration (1.000, 7.1%) CAEP-Initial- 2022.R1.4 InTASC- 2017.10.b	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in planning and implementing instruction	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	

Question Comments : *Comment Required

Excellent

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
N. Responds Positively to Feedback and Constructive Criticism (1.000, 7.1%)	Is receptive to feedback, constructive criticism, supervision, and responds professionally AND incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	Is receptive to feedback, constructive criticism, and supervision AND/OR incorporates feedback inconsistently	Is not receptive to feedback, constructive criticism, and supervision AND/OR Does not incorporate feedback	
CAEP-Initial-2022.R1.4 InTASC-2017.9.n				

Question Comments : *Comment Required

Met

Section Weight: 0%

School Setting: Part A

City

School Setting (This section's scoring will not affect the student's overall score. The point values are for reporting purposes only.) (1.000, 100.0%)**Question Comments :**

Section Weight: 0%

In Person
Only**Element 1Method of Instructional Delivery (This section's scoring will not affect the student's overall score. The point values are for reporting purposes only.)** (1.000, 100.0%)**Question Comments :**

Section Weight: 0%

Pre-SCRIP Dispositions Assessment Rubric

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

Before completing the SCRIP/Pre-SCRIP assessment, please review the SCRIP/Pre-SCRIP 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_103thmlr

Also attached is a copy of the PowerPoint used in the video in case you would like to refer back to the slides after watching the training. Thank you so much for investing in the training and preparation of future educators!

Attachments: SCRIP_Pre-SCRIP_Scorer_Training_200602.pptx

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
A. Social Responsibility (1.000, 10.0%)	The candidate demonstrates a sense of fairness,	The candidate states that all students can learn	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP- Revised-Advanced- 2022.RA1.1f	justice, and equity for all students	BUT the candidate's actions do not confirm the belief.		
InTASC-2017.9.m NASDTEC-MCEE-2015.3				

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
B. Social Responsibility (1.000, 10.0%)	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 provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised- Advanced-2022.RA1.1f				

InTASC-
2017.10.c NASDTEC-
MCEE-
2015.3

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
C. Commitment (1.000, 10.0%)	The candidate follows through on commitments and	The candidate makes commitments that he/she is	No evidence provided.	
CAEP-Initial-2022.R1.4	takes responsibilities seriously while meeting deadlines	unable to keep.		
CAEP-Revised-Advanced-2022.RA1.1f				
InTASC- 2017.10.p NASDTEC- MCEE-2015.1				

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
D. Commitment (1.000, 10.0%)	The candidate shows the self-discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/	The candidate's lack of planning, preparation, or organization hinders successful instruction or leadership. OR	No evidence provided.	
CAEP-Initial-2022.R1.4	instruction and learning/	The candidate completes assigned tasks after the deadline.		
CAEP-Revised-Advanced-2022.RA1.1f	or			
InTASC-2017.9.k	leadership and supervision to occur.			
NASDTEC-MCEE-2015.1	AND			
	The candidate completes assigned tasks on time.			

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
E. Reflective Practice (1.000, 10.0%)	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 provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.c NASDTEC-MCEE-2015.2				

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
F. Reflective Practice (1.000, 10.0%)	The candidate makes choices after pondering ideas and experiences.	The candidate acts quickly before thinking about the results.	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.c NASDTEC-MCEE-2015.2				

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
G. Integrity (1.000, 10.0%)	The candidate models good citizenship and acts in an ethical and moral manner.	The candidate does not follow the rules or the law. OR The candidate acts in a way which causes others to question his/her ethics or morals.	No evidence provided.	
CAEP-Initial-2022.R1.4	AND			
CAEP-Revised-Advanced-2022.RA1.1f	The candidate values honesty inside and outside of the classroom and school.			
InTASC-2017.9.o NASDTEC-MCEE-2015.2				

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
H. Integrity (1.000, 10.0%)	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 provided.	
CAEP-Initial-2022.R1.4				
CAEP-Revised-Advanced-2022.RA1.1f				
ISTE.2.3 ISTE.LDR.3				
InTASC-2017.10.g				
NASDTEC-MCEE-2015.5				

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
I. Professionalism (1.000, 10.0%)	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 candidate acts confidently and maturely.	The candidate is impatient or inflexible, lacks personal management skills and confidence.	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f				
InTASC-2017.10.c NASDTEC-MCEE-2015.2				

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
J. Professionalism (1.000, 10.0%)	The candidate effectively uses the English language in speech and writing.	The candidate has many errors in written communication.	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f				
InTASC-2017.9.c NASDTEC-MCEE-2015.2				

Question Comments :

Pre-SCRIP Dispositions Assessment Rubric Comments : *Comment Required

Met expectations at a high level of professionalism.

Overall Evaluation Comments

Comments: *Required

Madison demonstrated confidence daily in the classroom as she moved around the room to assist students. She identified needs and adjusted to effectively support students. During her lesson she was professional in meeting requirements, following her plan and delivering grade appropriate content. Every week she arrived prepared to add to the classroom environment and interact with the teaching community. Well done! Madison's future as a teacher is bright.

Evaluation Score Summary

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

Back to Top

Institution:	Liberty University
Student:	Madison Wilson
Supervisor:	Rebecca Cosones-Finney
Site:	Linkhorne Elementary
Date:	Spring 2025 - Term A (01/13/25 - 05/09/25)
Type:	EDST 461 Local (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	02/28/25 11:56 AM

CPAST MID-TERM 11-22 - Mentor

General overview

Directions – The form will be used twice during the course of the term and will be provided by the Program Coordinator to the University Supervisor, Cooperating Teacher, and Student Teacher.

Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher)

1) Completes the evaluation in week 5 or 6 (Mid-term) of the student teaching experience AND in week 13 or 14 (Final) 2) Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference

1) Goals are set for the remainder of the student teaching experience

2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7
At the Final 3-way conference

1) Suggestions and comments are made to assist in the transition to teaching role

2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the "Glossary" and the "Look Fors" document.

How to apply scoring

Advocacy: Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

Analysis: Careful and critical examination of data and/or processes to identify key components and potential outcomes.

Assessment: "Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement

Contemporary Tools: Electronic/digital record-keeping tools such as an online gradebook and progress monitoring systems, spreadsheet software, etc.

Cooperating Teachers: (Also known as “mentor teachers”) Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

Critical Thinking: Refers to the “kind of thinking involved in problem solving” and includes an ability to “examine assumptions, discern hidden values, evaluate evidence, and assesses conclusions.”

Culturally Relevant: Incorporating the tenets of culturally relevant/responsive teaching (i.e., “teachers create a bridge between students’ home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology.”).

Data-informed decisions: “Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels.”

Developmental Theory (General): Theories that describe the stages of development of children/adolescents (e.g., Erikson’s Theory of Psychosocial Development, Kohlberg’s Theory of Moral Development, Piaget’s Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).

Developmental Theory (Content-Specific): Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.

Diagnostic Assessment: (Also known as “pre-assessment”) “Involves the gathering and careful evaluation of detailed data using students’ knowledge and skills in a given learning area.”

Differentiation of Instruction: “To respond to variance among learners” (e.g., learners with exceptional needs and second language learners) by modifying “content, and/or process, and/or products, and/or the learning environment” according to learners’ “readiness, interest, or learning profile.”

<https://www.livetext.com/doc/11846176?print=1> 1/9

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Digital Tools: Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.

Evidence: Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction

Feedback: “Information communicated to the learner that is intended to modify the learner’s thinking or behavior for the purpose of improving learning.”

Formative Assessment: “Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to 1

improve learner achievement.”

Fosters: To promote the growth or development of, encourage.

Funds of Knowledge: “Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being.”

Goals: See definition for “Measurable Goals.”

Learner: Any P12 student in the student teacher’s classroom.

Learning Environment: Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

"Look Fors" Document: A document accompanying this form containing a non-exhaustive list to describe examples of the qualities and behaviors a student teacher is expected to demonstrate for a given level of performance.

Measurable Goals: "Provides information for describing, assessing, and evaluating student achievement." **Mentor Teachers:** See definition for "Cooperating Teachers."

Objectives/Targets: P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.

Problem Solving: A mental process that involves discovering, analyzing, and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

Program Coordinator: Faculty or staff member from a college or university who coordinates/manages the administrative components of a teacher educator licensure program.

Research: "The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge."

Student Teacher: (Also known as "intern" or "candidate") An individual participating in a full-time field experience in a P12 classroom in order to obtain professional education licensure/certification.

Student Teaching: (Also known as "clinical practice") A full-time field experience in a P12 classroom that occurs in the final semester (culminating experience) of an educator preparation program and is required to obtain professional education licensure/certification.

Summative Assessment: "Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met."

Targets: See definition for 'Objectives/Targets.'

Technologies: See definition for 'Digital Tools.'

University Supervisor (US): The university instructor assigned to the student teacher who regularly observes his/her performance to provide feedback on strengths and weaknesses. The US coordinates the student teacher's evaluation, and is responsible for recording the consensus scores using this form.

Section Weight: 0%

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
A. Focus for Learning:	Plans align to appropriate P-12 state learning standards	Plans align to appropriate P-12 state learning standards	Plans align to appropriate P 12 state learning standards	Plans do not align to the appropriate P-12 state learning standards	
Standards and Objectives /Targets	AND Goals are measurable AND	AND Goals are measurable	AND/OR Some goals are measurable	AND/OR Goals are absent or not measurable	

(1.000, 4.8%)	Standards, objectives/targets, and learning tasks are consistently aligned with each other	AND	AND/OR	AND/OR
CAEP-Initial		Standards, objectives/ targets, and learning tasks are consistently aligned with each other	Standards, objectives/targets, and learning tasks, are loosely or are not consistently aligned with each other	Standards, objectives/targets, and learning tasks are not aligned with each other
2022.R1.3	AND			
InTASC				
2017.7.a	Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area	AND	AND/OR	AND/OR
		Articulates objectives/targets that are appropriate for learners	Articulates some objectives/targets that are appropriate for learners	Does not articulate objectives/targets that are appropriate for learners

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
B. Materials and Resources (1.000, 4.8%)	Uses a variety of materials and resources that	Uses a variety of materials and resources that	Uses materials and resources that align with some of the objectives/targets	Materials and resources do not align with objectives/targets	
CAEP-Initial					
2022.R1.3	1. Align with all objectives/targets	1. Align with all objectives/targets			
InTASC	2. Make content relevant to learners	2. Make content relevant to learners			
2017.7.b	3. Encourage individualization of learning				

Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
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C. Assessment of P-12 Learning (1.000, 4.8%) CAEP-Initial 2022.R1.3 InTASC 2017.6.b	Plans a variety of assessments that	Plans a variety of assessments that	Planned assessments	Planned assessments
	1. Provide opportunities for learners of varying abilities to illustrate competence (whole class)	1. Provide opportunities for learners to illustrate competence (whole class)	1. Provide opportunities for some learners to illustrate competence (whole class)	1. Are not included OR
	2. Align with the appropriate P-12 state learning standards	2. Align with the appropriate P 12 state learning standards	2. Align with the appropriate P-12 state learning standards	2. Do not align with the appropriate P-12 state learning standards
	3. Are culturally relevant and draw from learners' funds of knowledge	3. Are culturally relevant and draw from learners' funds of knowledge		
	4. Promote learner growth			

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
D. Differentiated Methods (1.000, 4.8%) CAEP-Initial 2022.R1.1 InTASC 2017.2.c	Lessons make meaningful and culturally relevant connections to	Lessons make clear and coherent connections to	Lessons make an attempt to build on, but are not completely successful at connecting to	Lessons do not build on or connect to learners' prior knowledge	
	1. Learners' prior knowledge	1. Learners' prior knowledge	connecting to	AND/OR	
	2. Previous lessons	2. Previous lessons	1. Learners' prior knowledge,	Explanations given are illogical or inaccurate as to how the content connects to previous and future learning	
	3. Future learning	3. Future learning	2. Previous lessons,		
	4. Other disciplines and real-world experiences	AND	OR		
	AND	Differentiation of instruction supports learner development	future learning		
		AND	AND		
				AND/OR	

Differentiation of instruction supports learner development	Organizes instruction to ensure content is comprehensible and relevant for learners	Differentiation of instruction is minimal	Differentiation of instruction is absent
AND		AND	
Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners		Organizes instruction to ensure content is comprehensible for learners	

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
E. Learning Target and Directions (1.000, 4.8%)	Articulates accurate and coherent learning targets	Articulates an accurate learning target	Articulates an inaccurate learning target	Does not articulate the learning target	
	AND	AND	AND/OR	OR	
CAEP-Initial 2022.R1.3	Articulates accurate directions/explanations throughout the lesson	Articulates accurate directions/ explanations	Articulates inaccurate directions/explanations	Does not articulate directions/ explanations	
InTASC 2017.7.c	AND				
	Sequences learning experiences appropriately	AND Sequences learning experiences appropriately			

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
F. Critical Thinking	Engages learners in critical thinking in local	Engages learners in critical thinking	Introduces models	Does not introduce AND/OR model	

(1.000, 4.8%)	and/or global contexts that	that	critical thinking that	critical thinking that
CAEP-Initial		1. Fosters problem		1. Fosters problem
2022.R1.2	1. Fosters problem solving	solving	1. Fosters problem solving	solving
InTASC		2. Encourages		2. Encourages
2017.5.d	2. Encourages conceptual connections	conceptual connections	2. Encourages conceptual connections	conceptual connections
	3. Challenges assumptions			

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment	Checks for understanding (whole class/group) during lessons using formative assessment	Inconsistently checks for understanding during lessons using formative assessment	Does not check for understanding during lessons using formative assessment	
(1.000, 4.8%)		AND	AND	OR	
CAEP-Initial	AND	AND	Adjusts instruction accordingly, but	Does not make any adjustments based on learners' responses	
2022.R1.3 InTASC	Differentiates through planned and responsive adjustments (whole class/group and individual learners)	Differentiates through adjustments to Instruction (whole class/group)	adjustments may cause additional confusion		
2017.8.b					

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
H. Digital Tools and Resources	Discusses AND uses a variety of developmentally	Discusses AND uses developmentally appropriate	Discusses developmentally appropriate	One of the following:	

(1.000, 4.8%) CAEP- Initial2022.R1.3 InTASC2017.5.I	appropriate technologies (digital tools and resources) that	technologies (digital tools and resources) that	relevant to learning objectives/ targets of the lesson	A. Does not use technologies (digital tools and resources) to engage learners AND Technology is available in the setting
	1. Are relevant to learning objectives/ targets of the lesson	1. Are relevant to learning objectives/ targets of the lesson AND		
	2. Engage learners in the demonstration of knowledge or skills	2. Engage learners in the demonstration of knowledge or skills	Technology is not available	OR
	3. Extend learners' understanding of concepts			B. Use of technologies is not relevant to the learning objectives/ targets of the lesson
				OR
				C. Does not discuss technologies AND Technology is not available in the setting

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
I. Safe and Respectful Learning Environment	Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions	Manages a safe and respectful learning environment through the use of routines and transitions	Attempts to manage a safe learning environment through the use of routines and transitions	Does not manage a safe learning environment	
(1.000, 4.8%)				OR	
CAEP-Initial		AND		Does not establish constructive relationships to engage learners	
2022.R1.1	AND	Establishes and promotes	AND/OR		
InTASC 2017.3.d	Establishes and promotes constructive relationships to	constructive relationships to	Attempts to establish constructive	OR	

equitably engage learners	equitably engage learners	relationships to engage learners	Does not use constructive strategies to maintain learners' attention (individual and whole group)
AND	AND	AND/OR	
Uses research-based strategies to maintain learners' attention (individual and whole group)	Uses research-based strategies to maintain learners' attention (individual and whole group)	Attempts to use constructive strategies to maintain learners' attention (individual and whole group)	

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
J. Data-Guided Instruction (1.000, 4.8%)	Uses data-informed decisions (trends and patterns) to set short and long term goals for future instruction and assessment	Uses data-informed decisions to design instruction and assessment	Uses minimal data to design instruction and assessment	Does not use data to design instruction and assessment	
CAEP-Initial	AND	AND			
2022.R1.3 InTASC 2017.6.I	Uses contemporary tools for learner data record-keeping and analysis	Uses contemporary tools for learner data record-keeping			

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
K. Feedback to Learners (1.000, 4.8%)	Provides feedback that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible	Provides minimal feedback that 1. Enables learners to recognize strengths OR areas for improvement OR	Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement	
CAEP-Initial					

2022.R1.3 InTASC 2017.6.d	4. Is individualized AND Provides timely feedback, guiding learners on how to use feedback to monitor their own progress	3. Is descriptive AND Provides timely feedback	Feedback is provided in a somewhat timely fashion	OR Feedback is not provided in a timely fashion
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	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
L. Assessment Techniques (1.000, 4.8%) CAEP-Initial 2022.R1.3 InTASC 2017.7.d	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. Varied	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are 1. Developmentally appropriate 2. Formative OR summative	Assessment techniques are 1. Developmentally inappropriate OR Not used	

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
M. Connections to Research and Theory (1.000, 4.8%) CAEP-Initial	Discusses, provides evidence of, and justifies connections to educational research and/or theory	Discusses and provides evidence of connections to educational research and/or theory	Mentions connections to educational research and/or theory	No connections OR inaccurate connections to educational research and/or theory	

2022.R1.4 AND
 InTASC
 2017.9.c Uses research
 and/or theory to
 explain their P-12
 learners' progress

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
N. Participates in Professional Development (PD) (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.9.b	Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization)	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)	Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)	
	AND	AND			
	Provides evidence of an increased understanding of the teaching profession as a result of the PD	Provides evidence of an increased understanding of the teaching profession as a result of the PD			
	AND				
	Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching				

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
O. Demonstrates Effective Communication with Parents or Legal Guardians (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.10.d	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent teacher conferences, communication via email or online)	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent teacher conferences, communication via email or online)	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent teacher conferences, communication via email or online)	Does not provide evidence of communication with parents or legal guardians	
	AND	AND			
	Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress	Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress			
	AND				
	Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)				

**Exceeds
Expectations**

**Meets
Expectations**

**Emerging (1.000
pt)**

**Does Not Meet
Expectations**

**Exceeds
(3.000
pts)**

	(3.000 pts)	(2.000 pts)	(0.000 pt)	
P. Demonstrates Punctuality	Reports on time or early for daily student teaching	Reports on time for daily student teaching	Inconsistently reports on time for daily student teaching	Does not report on time for student teaching
(1.000, 4.8%)	AND	AND	AND/OR	AND/OR
CAEP-Initial 2022.R1.4 InTASC 2017.9.o	Additional teacher engagements (e.g., IEPs, teacher committees)	Additional teacher engagements (e.g., IEPs, teacher committees)	Additional teacher engagements (e.g., IEPs, teacher committees)	Additional teacher engagements (e.g., IEPs, teacher committees)

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
Q. Meets Deadlines and Obligations (1.000, 4.8%)	Meets deadlines and obligations established by the cooperating teacher and/or supervisor	Meets deadlines and obligations established by the cooperating teacher and/or supervisor	Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor	Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor	
CAEP-Initial	AND	AND		AND/OR	
2022.R1.4	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence		Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	
InTASC	AND	AND	AND		
2017.9.o	Provides clear and complete directions and lessons for substitutes/cooperating teacher without reminders	Provides clear and complete directions and lessons for substitutes/cooperating teacher	Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	AND/OR	
				Does not provide directions and lessons for substitutes/cooperating teacher	

AND

Provides
incomplete
directions
and lessons
for
substitutes/
cooperating
teacher

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
R. Preparation (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.3.d	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized AND Prepared for the unexpected and flexible	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized	Not consistently prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are easily accessible OR organized	Not prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are not organized NOR easily accessible	

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
S. Collaboration	Demonstrates collaborative relationships with	Demonstrates collaborative relationships with	Demonstrates collaborative relationships with	Does not demonstrate collaborative	

(1.000, 4.8%)	cooperating teacher	cooperating teacher	cooperating teacher	relationships with
CAEP-Initial	AND/OR members	AND/OR members	AND/OR members	cooperating teacher
2022.R1.4	of the school	of the school	of the school	AND/OR members of
InTASC	community (other	community (other	community (other	the school
2017.10.b	teachers, school	teachers, school	teachers, school	community (other
	personnel,	personnel,	personnel,	teachers, school
	administrators, etc.)	administrators, etc.)	administrators, etc.)	personnel,
				administrators, etc.)
	AND	AND		
	Works with and	Attempts to work		
	learns from	with and learn from		
	colleagues in	colleagues in		
	planning and	planning and		
	implementing	implementing		
	instruction to meet	instruction		
	diverse needs of			
	learners			

Exceeds Expectations
(3.000 pts)

Meets
Expectations
(2.000 pts)

Emerging (1.000
pt)

Does Not Meet
Expectations
(0.000 pt)

Meets
(2.000
pts)

T. Advocacy to Meet the Needs of Learners or for the Teaching Profession (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.10.j	Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research based practices) AND Takes action(s) based upon identified needs, while following district protocols	Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research based practices)	Recognizes areas in need of advocacy, but cannot articulate the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research based practices)	Does not recognize areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)
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	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
U. Responds Positively to Feedback and Constructive Criticism (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.9.n	Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher,	Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher,	Is receptive to feedback, constructive criticism, and supervision AND/OR Incorporates feedback inconsistently	Is not receptive to feedback, constructive criticism, and supervision AND/OR Does not incorporate feedback	

university supervisor) university supervisor)
to improve practice to improve practice

AND

Proactively seeks
opportunities for
feedback from other
professionals

Section Weight: 0%

PART A: SCHOOL SETTING RUBRIC (Used for University purposes, not an official element of CFAST Form)

	City			
	City (3.000 pts)	Suburban (2.000 pts)	Town (1.000 pt)	Rural (0.000 pt)
School Setting (1.000, 100.0%)				

Section Weight: 0%

PART B: METHOD OF DELIVERY RUBRIC (Used for University purposes, not an official element of CFAST Form)

	In Person Only		
	Virtual Only Hybrid (3.000 pts)	Hybrid (2.000 pts)	In Person Only (1.000 pt)
Method of Instructional Delivery (This section's scoring will not affect the student's overall score. The point values are for reporting purposes only.) (1.000, 100.0%)			

Section Weight: 0%

SCRIP Dispositions Assessment Rubric (Used for University purposes, not an official element of CCAST Form)

Advanced

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
A. Social Responsibility (1.000, 10.0%)	The candidate demonstrates a sense of fairness, justice, and equity for all students	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 provided.
CAEP-Initial	AND			
2022.R1.4 CAEP Revised	demonstrates empathy and sensitivity to human needs.			
Advanced				
2022.RA1.1f				
InTASC-2017.9.m				
NASDTEC-MCEE 2015.3				

Advanced

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
B. Social Responsibility (1.000, 10.0%)	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 provided.
CAEP-Initial				
2022.R1.4 CAEP Revised				
Advanced				

2022.RA1.1f

InTASC-

2017.10.c

NASDTEC-MCEE

2015.3

Advanced

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
C. Commitment (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced 2022.RA1.1f InTASC- 2017.10.p NASDTEC-MCEE 2015.1	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 provided.

Advanced

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
D. Commitment (1.000, 10.0%)	The candidate shows the extraordinary self-discipline and work ethic essential to be planned,	The candidate shows the self discipline and work ethic essential to be planned, prepared	The candidate's lack of planning, preparation, or organization	No evidence provided.

CAEP-Initial	prepared and organized for and organized for	hinders successful
2022.R1.4 CAEP	successful instruction and successful instruction	instruction or
Revised	learning/ or leadership and and learning/ or	leadership.
Advanced	supervision to occur. leadership and	OR
	AND supervision to occur.	
2022.RA1.1f	AND	The candidate
InTASC-	The candidate consistently	completes assigned
2017.9.k	completes assigned tasks	tasks after the
NASDTEC-	ahead of time.	deadline.
MCEE 2015.1	The candidate	
	completes assigned	
	tasks on time.	

Proficient

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
E. Reflective Practice	The candidate	The candidate	The candidate	No
(1.000, 10.0%)	thoughtfully	thoughtfully	spends little	evidence
	considers	considers	time reflecting	provided.
CAEP-Initial2022.R1.4	educational matters,	educational	on the practice	
CAEPRevisedAdvanced2022.RA1.1f	the practice of	matters and the	of teaching to	
InTASC-2017.9.h	teaching, and	practice of	make informed	
NASDTEC-MCEE2015.2	utilizes data to make	teaching to	decisions.	
	informed decisions	make informed		
	regarding	decisions.		
	educational matters			
	and the practice of			
	teaching to			
	implement change.			

Proficient

Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
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F. Reflective Practice (1.000, 10.0%) CAEP-Initial	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 provided.
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2022.R1.4 CAEP

Revised

Advanced

2022.RA1.1f

InTASC-2017.9.c

NASDTEC-MCEE

2015.2

Advanced

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
G. Integrity (1.000, 10.0%) CAEP-Initial	The candidate models exemplary citizenship and displays moral leadership.	The candidate models good citizenship and acts in an ethical and moral manner.	The candidate does not follow the rules or the law. OR	No evidence provided.
2022.R1.4	AND	AND		
CAEP Revised Advanced	The candidate values honesty inside and outside of the classroom.	The candidate values honesty inside and outside of the classroom.	The candidate acts in a way which causes others to question his/her ethics or morals.	
2022.RA1.1f				
InTASC-2017.9.o AND NASDTEC-MCEE 2015.2	The candidate abides by a professional code of ethics and standards of practice.			

Advanced

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met- Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
H. Integrity (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced 2022.RA1.1f ISTE.2.3 ISTE.LDR.3 InTASC- 2017.10.g NASDTEC- MCEE 2015.5	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 provided.

Advanced

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
I. Professionalism (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced	The candidate demonstrates exemplary behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur. AND	The candidate demonstrates appropriate behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur. AND	The candidate is impatient or inflexible, lacks personal management skills and confidence.	No evidence provided.

2022.RA1.1f InTASC-2017.10.c NASDTEC-MCEE 2015.2	The candidate effectively manages personal emotions and feelings and reacts reasonably to situations.	The candidate manages personal emotions and feelings and reacts reasonably to situations.
	AND	AND
	The candidate acts confidently and maturely taking responsibility in leadership.	The candidate acts confidently and maturely.
	AND	
	The candidate maintains enthusiasm and passion for the teaching profession and views learning as a life-long activity.	

Advanced

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
J. Professionalism (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced 2022.RA1.1f InTASC-2017.9.c NASDTEC-MCEE 2015.2	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 provided.

Section Weight: 0%

SUGGESTED LETTER GRADE RUBRIC (Used for University purposes, not an official element of CFAST Form)

Please provide a suggested letter grade to signify the candidate's overall performance and effort in student teaching.

B

A (4.000 pts) B (3.000 pts) C (2.000 pts) D (1.000 pt) F (0.000 pt)

Please provide a suggested letter grade to signify the candidate's overall performance and effort in student teaching. (1.000, 100.0%)

Section Weight: 0%

What went well? Areas of strength?

Question Comments :

Madison arrives each day prepared and eager to tackle any challenges that come her way. She has built strong relationships with her students and demonstrates excellent readiness in all content areas. Her classroom management skills are outstanding, ensuring a positive and structured learning environment.

Possible opportunities for growth

Question Comments :

Moving forward, we will incorporate more data to structure our daily math groups and develop targeted, intentional plans for small-group guided reading sessions.

Section Weight: 0%

Goals for Improvement: Pedagogy and Dispositions Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify three specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher. As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

Connection to 3- way form	Goal (must have a minimum of one goal) with Details	Action Plan: Next Steps to help Candidate achieve goal		
			Candidate will	Supervisor will
				Cooperating Teacher will

L. Assessment: I will focus on providing I will prepare I will pay attention I will review
Feedback to specific (not general) feedback ahead to feedback during candidate
Learners feedback to individuals and of time using observations feedback before
to groups-with a focus on data. lesson.
task and process.

Question Comments :

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	0.00	0.00%	0.00	Finalized
			0.00	

Back to Top