

University Supervisor - CCAST Consensus Score Worksheet (Final)

Marissa Curry

Use this form to record the scores of your Candidate (Student Teacher), Mentor (Cooperating Teacher/On-Site Mentor), and yourself (University Supervisor.) You will find these scores by going to the LiveText Field Experience Tab and clicking on the completed rubrics. You then confirm the Consensus Score and report it by accessing the assignment entitled "CPAST Consensus Score -Final" on the LiveText assignment dashboard and enter consensus scores on the assignment rubric. Attach this completed form when you submit the rubric in LiveText. Student Teachers should print a copy for their Cooperating Teacher/On-Site Mentor.

Pedagogy

Domain	Candidate Score	Mentor Score	Supervisor Score	Consensus Score (Final)
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Planning for Instruction and Assessment

A. Focus for Learning: Standards and Objectives/Targets	3	3	3	3
B. Materials and Resources	3	3	3	3
C. Assessment of P-12 learning	3	3	3	3
D. Differentiated Methods	3	3	3	3

Instructional Delivery

E. Learning Target and Directions	3	3	3	3
F. Critical Thinking	3	3	3	3
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	3	3	3	3
H. Digital Tools and Resources	3	3	3	3
I. Safe and Respectful Learning Environment	3	3	3	3

Assessment

J. Data-Guided Instruction	3	3	3	3
K. Feedback to Learners	3	3	3	3
L. Assessment Techniques	3	3	3	3

Analysis of Teaching

M. Connections to Research and Theory	3	3	3	3
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Professional Dispositions Form

Professional Commitment & Behaviors

N. Participates in Professional Development (PD)	3	3	3	3
O. Demonstrates Effective Communication with Parents or Legal Professionals	3	3	3	3
P. Demonstrates Punctuality	3	3	3	3
Q. Meets Deadlines and Obligations	3	3	3	3
R. Preparation	3	3	3	3

Professional Relationships

S. Collaboration	3	3	3	3
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	3	3	3	3

Critical Thinking and Reflective Practice

U. Responds Positively to Feedback and Constructive Criticism	3	3	3	3
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Reporting the Demographic Setting of Placement

Local Placements: Use the list of *Local School Settings* provided.

All other placements: Ascertain the setting provided by the Cooperating Teacher/On-Site Mentor by viewing the rubric in LiveText FEM.

Record the setting in the rubric for the assignment entitled "CPAST Consensus Score – Final." In addition, remind your Student Teacher that the setting number does not signify an actual rating or performance. It is meant solely to report the type of school that he/she is serving in for his/her placement.

Demographic Setting of Placement

SETTING: Enter the number reflective of the Student Teacher's placement: City - 3 Suburban - 2 Town - 1 Rural - 0				3
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SCRIP Dispositions

Used for University purposes, not an official element of the CCAST Form

Social Responsibility: A	Advanced	Advanced	Advanced	Advanced
Social Responsibility: B	Advanced	Advanced	Advanced	Advanced
Commitment: C	Advanced	Advanced	Advanced	Advanced
Commitment: D	Advanced	Advanced	Advanced	Advanced
Reflective Practice: E	Advanced	Advanced	Advanced	Advanced
Reflective Practice: F	Advanced	Advanced	Advanced	Advanced
Integrity: G	Advanced	Advanced	Advanced	Advanced
Integrity: H	Advanced	Advanced	Advanced	Advanced
Professionalism: I	Advanced	Advanced	Advanced	Advanced
Professionalism: J	Advanced	Advanced	Advanced	Advanced

University Supervisor - CCAST Consensus Score Worksheet (Midterm)

Student Teacher Name: Marissa Curry

Use this form to record the scores of your Candidate (Student Teacher), Mentor (Cooperating Teacher/On-Site Mentor), and yourself (University Supervisor.) You will find these scores by going to the LiveText Field Experience Tab and clicking on the completed rubrics. You then confirm the Consensus Score and report it by accessing the assignment entitled "CPAST Consensus Score - Midterm" on the LiveText assignment dashboard and enter consensus scores on the assignment rubric. Attach this completed form when you submit the rubric in LiveText. Student Teachers should print a copy for their Cooperating Teacher/On-Site Mentor.

Pedagogy

Domain	Candidate Score	Mentor Score	Supervisor Score	Consensus Score (Final)
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Planning for Instruction and Assessment

A. Focus for Learning: Standards and Objectives/Targets	3	3	3	3
B. Materials and Resources	2	2	2	2
C. Assessment of P-12 learning	2	2	2	2
D. Differentiated Methods	2	2	2	2

E. Learning Target and Directions	3	3	3	3
F. Critical Thinking	2	2	2	2
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	2	2	2	2
H. Digital Tools and Resources	2	2	2	2
I. Safe and Respectful Learning Environment	2	2	2	2

J. Data-Guided Instruction	2	2	2	2
K. Feedback to Learners	2	2	2	2
L. Assessment Techniques	3	3	3	3

Analysis of Teaching

M. Connections to Research and Theory	2	2	2	2
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Professional Dispositions Form

Professional Commitment & Behaviors

N. Participates in Professional Development (PD)	3	3	3	3
O. Demonstrates Effective Communication with Parents or Legal Guardians	3	3	3	3
P. Demonstrates Punctuality	3	3	3	3
Q. Meets Deadlines and Obligations	3	3	3	3
R. Preparation	3	3	3	3

Professional Relationships

S. Collaboration	3	3	3	3
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	2	2	2	2

Critical Thinking and Reflective Practice

U. Responds Positively to Feedback and Constructive Criticism	3	3	3	3
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Demographic Setting of Placement

SETTING: Enter the number reflective of the Student Teacher's placement: City - 3 Suburban - 2 Town - 1 Rural - 0	2
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SCRIP Dispositions

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Social Responsibility: A	Advanced	Advanced	Advanced	Advanced
Social Responsibility: B	Advanced	Advanced	Advanced	Advanced
Commitment: C	Advanced	Advanced	Advanced	Advanced
Commitment: D	Advanced	Advanced	Advanced	Advanced
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Reflective Practice: F	Advanced	Advanced	Advanced	Advanced
Integrity: G	Proficient	Proficient	Proficient	Proficient
Integrity: H	Advanced	Advanced	Advanced	Advanced
Professionalism: I	Advanced	Advanced	Advanced	Advanced
Professionalism: J	Advanced	Advanced	Advanced	Advanced



Intern Name: Marissa Curry

Internship: EDUC 189-002

Submitted: Nov 21, 2023

Course/Term: EDUC 189 - Section 002 : Prac Educ I: Local-Elem/Middle (Fall 2023)

Assessor: Kaley Dawson (Mentor)

Comments:

Supervisor(s): Michele Worley

Mentor(s): Kaley Dawson

Site: New London Academy (Bedford), 1133 Academy Lane, Forest VA 24551

Subject(s): Elementary Education

Grade(s): K, 1st, 2nd

Suggested Letter Grade Rubric

	A (4.000 pts)	B (3.000 pts)	C (2.000 pts)	D (1.000 pts)	F	N/A
Please provide a suggested letter grade to signify the candidate's overall performance and effort during the practicum. 1/1 (100%)						
Comments:	Ms. Curry was a wonderful addition to our classroom this semester. She was on time, joined us for a field trip, went out of her way to help students without being asked and dressed professionally.					
	4.000 pts 100 %					

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

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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."¹

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.

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."

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.

Pre-CPAST Evaluation Rubric

	Meets Expectations (2.000 pts)	Emerging (1.000 pts)	Does Not Meet Expectations	N/A
A. Focus for Learning: Standards and Objectives/Targets 1/14 (7%) INTASC-2013.7.a, CAEP-Initial-2022.R1.3	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	
Comments:				
B. Assessment of P-12 Learning 1/14 (7%) INTASC-2013.6.b, CAEP-Initial-2022.R1.3	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	
Comments:				

C. Learning Target and Directions 1/14 (7%) INTASC-2013.7.c, CAEP-Initial-2022.R1.3	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	
Comments:				
D. Checking for Understanding and Adjusting Instruction through Formative Assessment 1/14 (7%) INTASC-2013.8.b, CAEP-Initial-2022.R1.3	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	
Comments:				
E. Digital Tools and Resources 1/14 (7%) INTASC.6.I, INTASC.5.L, CAEP-Initial-2022.R1.2	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	
Comments:				
F. Safe and Respectful Learning Environment 1/14 (7%) INTASC-2013.3.d, CAEP-Initial-2022.R1.1	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	
Comments:				
G. Data-Guided Instruction 1/14 (7%) INTASC.6.I, CAEP-Initial-2022.R1.3	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	
Comments:				
H. Feedback to Learners 1/14 (7%) INTASC-2013.6.d, CAEP-Initial-2022.R1.3	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	
Comments:				
I. Assessment Techniques 1/14 (7%) INTASC-2013.7.d, CAEP-Initial-2022.R1.3	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	
Comments:				
J. Connections to Research and Theory 1/14 (7%) 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	
Comments:				
K. Demonstrates Punctuality 1/14 (7%) INTASC-2013.9.o, CAEP-Initial-2022.R1.4	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)	
Comments:				

L. Meets Deadlines and Obligations 1/14 (7%) INTASC-2013.9.o, CAEP-Initial-2022.R1.4	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	
Comments:				
M. Collaboration 1/14 (7%) INTASC-2013.10.b, CAEP-Initial-2022.R1.4	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.)	
Comments:				
N. Responds Positively to Feedback and Constructive Criticism 1/14 (7%) INTASC-2013.9.n, CAEP-Initial-2022.R1.4	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	
Comments:				
	26.000 pts 92.86 %			

Setting

	City (3.000 pts)	Suburban (2.000 pts)	Town (1.000 pts)	Rural	N/A
School Setting (This section's scoring will not affect the student's overall score. The point values are for reporting purposes only.) 1/1 (100%)					
Comments:					
	0.000 pts				

Method of Instructional Delivery

	Virtual Only (3.000 pts)	Hybrid (2.000 pts)	In Person Only (1.000 pts)	N/A
Method of Instructional Delivery (This section's scoring will not affect the student's overall score. The point values are for reporting purposes only.) 1/1 (100%)				
Comments:				
	1.000 pts 33.33 %			

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_gvd5n0i1

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!

Pre-SCRIP Dispositions Assessment Rubric

	Level 2: Met- Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pts)	Level 0: Not Met- No Evidence	N/A
Social Responsibility Cross-Cutting Theme: Diversity 1/5 (20%) INTASC-2013.10, INTASC-2013.6, INTASC-2013.7, INTASC-2013.2, INTASC-2013.3, NASDTEC-MCEE-2015.1, NASDTEC-MCEE-2015.3, NASDTEC-MCEE-2015.2, NASDTEC-MCEE-2015.5, NASDTEC-MCEE-2015.4, CAEP-2013 (rev).1.1, CAEP-2013 (rev).1.4, InTASC-2017.2.d, CAEP-2013 (rev).CCT-Diversity, CAEP-Initial-2022.R1.4	The candidate demonstrates the belief that all students can learn. AND The candidate demonstrates a sense of fairness, justice, and equity for all students. AND The candidate differentiates instruction to meet the needs of all diverse learners AND The candidate interacts effectively with students to provide a positive, structured, safe learning environment.	The candidate states that all students can learn BUT the candidate's actions do not confirm the belief. OR The candidate demonstrates a sense of fairness, justice, and equity for certain groups of students. OR The candidate differentiates instruction BUT the instruction does not address the needs of all learners. OR The classroom environment is lacking in positive affirmation, structure, OR safety.	The candidate has not provided any evidence.	
Comments:				
Commitment 1/5 (20%) INTASC-2013.10, INTASC-2013.6, INTASC-2013.7, INTASC-2013.9, INTASC-2013.2, INTASC-2013.1, INTASC-2013.9.o, NASDTEC-MCEE-2015.1, NASDTEC-MCEE-2015.2, CAEP-2013 (rev).1.1, CAEP-Initial-2022.R1.4	The candidate follows through on commitments and takes responsibilities seriously. AND The candidate completes assigned tasks on time. AND The candidate attends class, field experiences, and meetings consistently and promptly. AND The candidate shows the self- discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning to occur.	The candidate makes commitments that he/she is unable to keep. OR The candidate completes assigned tasks after the deadline. OR The candidate is late to class, field experiences, OR meetings. OR The candidate's lack of planning, preparation, or organization hinders successful instruction.	The candidate has not provided any evidence.	
Comments:				

Reflective Practice 1/5 (20%) INTASC-2013.10, INTASC-2013.6, INTASC-2013.8, INTASC-2013.2, INTASC-2013.3, INTASC-2013.1, INTASC-2013.9.g, NASDTEC-MCEE-2015.3, NASDTEC-MCEE-2015.2, NASDTEC-MCEE-2015.5, NASDTEC-MCEE-2015.4, CAEP-2013 (rev).1.1, CAEP-2013 (rev).1.2, ISTE-2017.7, CAEP-2013 (rev).1.3, CAEP-Initial-2022.R1.4	The candidate thoughtfully considers educational matters and the practice of teaching. AND The candidate makes choices after pondering ideas and experiences. AND The candidate learns from journaling and discussions with colleagues.	The candidate spends little time reflecting on the practice of teaching. OR The candidate acts quickly before thinking about the results. OR The candidate does not use feedback to change.	The candidate has not provided any evidence.	
Comments:				
Integrity 1/5 (20%) INTASC-2013.10, INTASC-2013.7, INTASC-2013.9, INTASC-2013.5, INTASC-2013.1, NASDTEC-MCEE-2015.1, NASDTEC-MCEE-2015.3, NASDTEC-MCEE-2015.2, NASDTEC-MCEE-2015.4, CAEP-2013 (rev).1.1, ISTE-2017.3, INTASC-2017.9.m, CAEP-Initial-2022.R1.4	The candidate models exemplary citizenship. AND The candidate acts in an ethical and moral manner AND The candidate values honesty inside and outside of the classroom AND The candidate demonstrates trustworthiness. AND The candidate maintains confidentiality and discretion.	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. OR The candidate does not protect confidential information. OR The candidate lacks discretion.	The candidate has not provided any evidence.	
Comments:				
Professionalism 1/5 (20%) INTASC-2013.10, INTASC-2013.6, INTASC-2013.7, INTASC-2013.9, INTASC-2013.2, INTASC-2013.1, NASDTEC-MCEE-2015.1, NASDTEC-MCEE-2015.3, NASDTEC-MCEE-2015.4, CAEP-2013 (rev).1.1, CAEP-2013 (rev).1.2, INTASC-2017.10.r, CAEP-Initial-2022.R1.4	The candidate respects authority, colleagues, students, and others. AND The candidate accepts constructive feedback in a respectful, appropriate manner. AND The candidate demonstrates appropriate 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 adheres to proper, formulated chains of command/expresses a grievance in a dignified, temperate manner. AND The candidate acts confidently and maturely. AND The candidate dresses in a dignified, modest manner that adheres to the dress code of the Host School. AND The candidate effectively uses the English language in speech and writing.	The candidate lacks respect for others. OR The candidate responds negatively to correction. OR The candidate is impatient or inflexible OR The candidate fails to follow the proper chain of command. OR The candidate fails to abide by the dress code of the Host School. OR The candidate has many errors in written communication.	The candidate has not provided any evidence.	
Comments:				
10.000 pts 100 %				

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

Standards Chart

Intern Name: Marissa Curry

Internship: EDUC 225-002

Submitted: Dec 5, 2022

Course/Term: EDUC 225 - Section 002 : Instr Des Elem & Mid Sch Class (Fall 2022)

Assessor: Amanda Wenger (Mentor)

Comments: Marissa worked well with the students and was very helpful. She is welcome to return at any time.

Supervisor(s): Michelle Goodwin

Mentor(s): Amanda Wenger

Site: Liberty Christian Academy (Lynchburg), 100 Mountain View Rd, Lynchburg VA 24502

Subject(s): Elementary Education

Grade(s): K

Suggested Letter Grade Rubric Directions

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

Suggested Letter Grade Rubric

	A (4.000 pts)	B (3.000 pts)	C (2.000 pts)	D (1.000 pts)	F	N/A
Please provide a suggested letter grade to signify the candidate's overall performance and effort during the practicum. 1/1 (100%)						
Comments:						
	4.000 pts 100 %					

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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."¹

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."

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

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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.

Pre-CPAST Evaluation Rubric

	Meets Expectations (2.000 pts)	Emerging (1.000 pts)	Does Not Meet Expectations	N/A
A. Focus for Learning: Standards and Objectives/Targets 1/14 (7%) INTASC-2013.7.a, CAEP-Initial-2022.R1.3	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	
Comments:				
B. Assessment of P-12 Learning 1/14 (7%) INTASC-2013.6.b, CAEP-Initial-2022.R1.3	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	
Comments:				

C. Learning Target and Directions 1/14 (7%) INTASC-2013.7.c, CAEP-Initial-2022.R1.3	Planned assessments 1. Are included AND 2. Align with the P-12 state Learning Standards	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	
Comments:				
D. Checking for Understanding and Adjusting Instruction through Formative Assessment 1/14 (7%) INTASC-2013.8.b, CAEP-Initial-2022.R1.3	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	
Comments:				
E. Digital Tools and Resources 1/14 (7%) INTASC-6.I, INTASC-5.L, CAEP-Initial-2022.R1.2	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	
Comments:				
F. Safe and Respectful Learning Environment 1/14 (7%) INTASC-2013.3.d, CAEP-Initial-2022.R1.1	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	
Comments:				
G. Data-Guided Instruction 1/14 (7%) INTASC-6.I, CAEP-Initial-2022.R1.3	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	
Comments:				
H. Feedback to Learners 1/14 (7%) INTASC-2013.6.d, CAEP-Initial-2022.R1.3	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	
Comments:				
I. Assessment Techniques 1/14 (7%) INTASC-2013.7.d, CAEP-Initial-2022.R1.3	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	
Comments:				
J. Connections to Research and Theory 1/14 (7%) 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	
Comments:				
K. Demonstrates Punctuality 1/14 (7%) INTASC-2013.9.o, CAEP-Initial-2022.R1.4	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)	
Comments:				

L. Meets Deadlines and Obligations 1/14 (7%) INTASC-2013.9.o, CAEP-Initial-2022.R1.4	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	
Comments:				
M. Collaboration 1/14 (7%) INTASC-2013.10.b, CAEP-Initial-2022.R1.4	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.)	
Comments:				
N. Responds Positively to Feedback and Constructive Criticism 1/14 (7%) INTASC-2013.9.n, CAEP-Initial-2022.R1.4	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	
Comments:				
	28.000 pts 100 %			

Setting

	City (3.000 pts)	Suburban (2.000 pts)	Town (1.000 pts)	Rural	N/A
School Setting (This section's scoring will not affect the student's overall score. The point values are for reporting purposes only.) 1/1 (100%)					
Comments:					
	3.000 pts 100 %				

Method of Instructional Delivery

	Virtual Only (3.000 pts)	Hybrid (2.000 pts)	In Person Only (1.000 pts)	N/A
Method of Instructional Delivery (This section's scoring will not affect the student's overall score. The point values are for reporting purposes only.) 1/1 (100%)				
Comments:				
	1.000 pts 33.33 %			

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_gvd5n0i1

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!

Pre-SCRIP Dispositions Assessment Rubric

	Level 2: Met- Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pts)	Level 0: Not Met- No Evidence	N/A
Social Responsibility Cross-Cutting Theme: Diversity 1/5 (20%) INTASC-2013.10, INTASC-2013.6, INTASC-2013.7, INTASC-2013.2, INTASC-2013.3, NASDTEC-MCEE-2015.1, NASDTEC-MCEE-2015.3, NASDTEC-MCEE-2015.2, NASDTEC-MCEE-2015.5, NASDTEC-MCEE-2015.4, CAEP-2013 (rev).1.1, CAEP-2013 (rev).1.4, InTASC-2017.2.d, CAEP-2013 (rev).CCT-Diversity, CAEP-Initial-2022.R1.4	The candidate demonstrates the belief that all students can learn. AND The candidate demonstrates a sense of fairness, justice, and equity for all students. AND The candidate differentiates instruction to meet the needs of all diverse learners AND The candidate interacts effectively with students to provide a positive, structured, safe learning environment.	The candidate states that all students can learn BUT the candidate's actions do not confirm the belief. OR The candidate demonstrates a sense of fairness, justice, and equity for certain groups of students. OR The candidate differentiates instruction BUT the instruction does not address the needs of all learners. OR The classroom environment is lacking in positive affirmation, structure, OR safety.	The candidate has not provided any evidence.	
Comments:				
Commitment 1/5 (20%) INTASC-2013.10, INTASC-2013.6, INTASC-2013.7, INTASC-2013.9, INTASC-2013.2, INTASC-2013.1, INTASC-2013.9.o, NASDTEC-MCEE-2015.1, NASDTEC-MCEE-2015.2, CAEP-2013 (rev).1.1, CAEP-Initial-2022.R1.4	The candidate follows through on commitments and takes responsibilities seriously. AND The candidate completes assigned tasks on time. AND The candidate attends class, field experiences, and meetings consistently and promptly. AND The candidate shows the self- discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning to occur.	The candidate makes commitments that he/she is unable to keep. OR The candidate completes assigned tasks after the deadline. OR The candidate is late to class, field experiences, OR meetings. OR The candidate's lack of planning, preparation, or organization hinders successful instruction.	The candidate has not provided any evidence.	
Comments:				

Reflective Practice 1/5 (20%) INTASC-2013.10, INTASC-2013.6, INTASC-2013.8, INTASC-2013.2, INTASC-2013.3, INTASC-2013.1, INTASC-2013.9.g, NASDTEC-MCEE-2015.3, NASDTEC-MCEE-2015.2, NASDTEC-MCEE-2015.5, NASDTEC-MCEE-2015.4, CAEP-2013 (rev).1.1, CAEP-2013 (rev).1.2, ISTE-2017.7, CAEP-2013 (rev).1.3, CAEP-Initial-2022.R1.4	The candidate thoughtfully considers educational matters and the practice of teaching. AND The candidate makes choices after pondering ideas and experiences. AND The candidate learns from journaling and discussions with colleagues.	The candidate spends little time reflecting on the practice of teaching. OR The candidate acts quickly before thinking about the results. OR The candidate does not use feedback to change.	The candidate has not provided any evidence.	
Comments:				
Integrity 1/5 (20%) INTASC-2013.10, INTASC-2013.7, INTASC-2013.9, INTASC-2013.5, INTASC-2013.1, NASDTEC-MCEE-2015.1, NASDTEC-MCEE-2015.3, NASDTEC-MCEE-2015.2, NASDTEC-MCEE-2015.4, CAEP-2013 (rev).1.1, ISTE-2017.3, INTASC-2017.9.m, CAEP-Initial-2022.R1.4	The candidate models exemplary citizenship. AND The candidate acts in an ethical and moral manner AND The candidate values honesty inside and outside of the classroom AND The candidate demonstrates trustworthiness. AND The candidate maintains confidentiality and discretion.	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. OR The candidate does not protect confidential information. OR The candidate lacks discretion.	The candidate has not provided any evidence.	
Comments:				
Professionalism 1/5 (20%) INTASC-2013.10, INTASC-2013.6, INTASC-2013.7, INTASC-2013.9, INTASC-2013.2, INTASC-2013.1, NASDTEC-MCEE-2015.1, NASDTEC-MCEE-2015.3, NASDTEC-MCEE-2015.4, CAEP-2013 (rev).1.1, CAEP-2013 (rev).1.2, INTASC-2017.10.r, CAEP-Initial-2022.R1.4	The candidate respects authority, colleagues, students, and others. AND The candidate accepts constructive feedback in a respectful, appropriate manner. AND The candidate demonstrates appropriate 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 adheres to proper, formulated chains of command/expresses a grievance in a dignified, temperate manner. AND The candidate acts confidently and maturely. AND The candidate dresses in a dignified, modest manner that adheres to the dress code of the Host School. AND The candidate effectively uses the English language in speech and writing.	The candidate lacks respect for others. OR The candidate responds negatively to correction. OR The candidate is impatient or inflexible OR The candidate fails to follow the proper chain of command. OR The candidate fails to abide by the dress code of the Host School. OR The candidate has many errors in written communication.	The candidate has not provided any evidence.	
Comments:				
10.000 pts 100 %				

Institution:	Liberty University
Student:	Marissa Curry
Supervisor:	Jessica Cox
Site:	Brookneal Elementary
Date:	Fall 2024 - Term A (08/19/24 - 12/13/24)
Type:	EDUC 389 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	11/19/24 01:09 PM

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.

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."

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%

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

	A	B	C	D	F
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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					
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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%) CAEP-Initial-2022.R1.3 InTASC-2017.7.a	Plans align to appropriate P-12 state Learning Standards AND Goals are measurable 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	

Question Comments : *Comment Required

Miss Curry planned an appropriate lesson with learning measurable standards and goals.

	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%) CAEP-Initial-2022.R1.3 InTASC-2017.6.b	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	

Question Comments : *Comment Required

Miss Curry planned appropriate formative assessments.

	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%) CAEP-Initial-2022.R1.3 InTASC-2017.7.c	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	

Question Comments : *Comment Required

Miss Curry articulated an accurate and clear learning target with clear directions and explanations.

	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%) CAEP-Initial-2022.R1.3 InTASC-2017.8.b	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	

Question Comments : *Comment Required

Miss Curry checked for understanding during lessons and provided appropriate differentiation.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
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E. Digital Tools and Resources (1.000, 7.1%)	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1.	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
CAEP-Initial-2022.R1.2 InTASC-2017.5.I InTASC-2017.6.i	Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills		

Question Comments : *Comment Required

Miss Curry utilized appropriate 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%)	Manages a safe and respectful learning environment through the use of routines and	Attempts to manage a safe learning environment through the use of routines and transitions (i.e.,	Does not manage a safe learning environment (i.e., insufficient classroom management) OR Does not	
CAEP-Initial-2022.R1.1 InTASC-2017.3.d	transitions (i.e., classroom management) AND Establishes and promotes constructive relationships to equitably engage learners	classroom management) AND/OR Attempts to establish constructive relationships to engage learners	establish constructive relationships to engage learners	

Question Comments : *Comment Required

Miss Curry manages a safe and respectful learning environment through the use of routines and transitions. She established positive relationships.

	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%)	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

Miss Curry uses data-informed decisions to design her instruction and assessment.

	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	Provides minimal feedback that 1. Enables learners to recognize strengths OR areas for improvement	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	AND Provides timely feedback	OR Feedback is provided in a somewhat timely fashion		

Question Comments : *Comment Required

Miss Curry provides feedback appropriately.

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

Question Comments : *Comment Required

Miss Curry evaluates and supports learning through formative assessments.

	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%)	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

Miss Curry planned a lesson with evidence to educational research.

	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

Miss Curry reports on time for her practicum hours.

	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 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	
CAEP-Initial-2022.R1.4 InTASC-2017.9.o				

Question Comments : *Comment Required

Miss Curry met deadlines and obligations and informed the appropriate staff of absences.

	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

Miss Curry demonstrates collaborative relationships with the cooperating teacher and other members of the school community.

	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 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

Miss Curry is receptive to feedback, constructive criticism, and supervision.

Section Weight: 0%

School Setting: Part A

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%)

Rural

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%

Directions for 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, 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-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f				
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%) 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	The candidate makes commitments that he/she is unable to keep.	No evidence provided.	

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%) CAEP-Initial-2022.R1.4 CAEP- Revised- Advanced-2022.RA1.1f InTASC-2017.9.k NASDTEC- MCEE-2015.1	The candidate shows the self-discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/ or leadership and supervision to occur. AND The candidate completes assigned tasks on time.	The candidate's lack of planning, preparation, or organization hinders successful instruction or leadership. OR The candidate completes assigned tasks after the deadline.	No evidence provided.	

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%) CAEP-Initial-2022.R1.4 CAEP- Revised- Advanced-2022.RA1.1f InTASC-2017.9.c NASDTEC- MCEE-2015.2	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.	

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%) CAEP-Initial-2022.R1.4 CAEP-Revised- Advanced-2022.RA1.1f	The candidate makes choices after pondering ideas and experiences.	The candidate acts quickly before thinking about the results.	No evidence provided.	

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 CAEP-Revised-Advanced-2022.RA1.1f	AND 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.	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	AND The candidate manages personal emotions and feelings and reacts reasonably to situations.			
InTASC-2017.10.c NASDTEC-MCEE-2015.2	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%) 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.	The candidate has many errors in written communication.	No evidence provided.	

Question Comments :

Directions for Pre-SCRIP Dispositions Assessment Rubric Comments : *Comment Required

Miss Curry carried herself in a professional manner with integrity. She formed positive relationships with all students in the classroom, while being a reflective practitioner.

Overall Evaluation Comments

Comments: *Required

Miss Curry was professional and punctual. She formed positive relationships with all students in my classroom. She was quick to help when students were struggling or needed additional assistance. She has a bright future ahead as an educator.

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	0.00	100.00%	0.00	Finalized
			0.00	

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Intern Name: Marissa Curry

Supervisor(s): Michele Worley

Internship: EDUC 289-002

Mentor(s): Samantha McCormick

Submitted: Apr 29, 2024

Site: Central Elementary School (Amherst), 575 Union Hill Road, Amherst VA 24521

Course/Term: EDUC 289 - Section 002 : Prac Educ II:Local-ElemMiddle (Spring 2024)

Subject(s): Elementary Education

Assessor: Samantha McCormick (Mentor)

Grade(s): K

Comments:

Suggested Letter Grade Rubric

	A (4,000 pts)	B (3,000 pts)	C (2,000 pts)	D (1,000 pts)	F	N/A
Please provide a suggested letter grade to signify the candidate's overall performance and effort during the practicum. 1/1 (100%)						
Comments:						
	4,000 pts 100 %					

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

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."¹

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.

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."

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.

Pre-CPAST Evaluation Rubric

	Meets Expectations (2,000 pts)	Emerging (1,000 pts)	Does Not Meet Expectations	N/A
A. Focus for Learning: Standards and Objectives/Targets 1/14 (7%) NTASC 2013.7.a CAEP Initial 2022.R1.3	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	
Comments:				
B. Assessment of P-12 Learning 1/14 (7%) NTASC 2013.8.b CAEP Initial 2022.R1.3	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	
Comments:				
C. Learning Target and Directions 1/14 (7%) NTASC 2013.7.c CAEP Initial 2022.R1.3	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	
Comments:				
D. Checking for Understanding and Adjusting Instruction through Formative Assessment 1/14 (7%) NTASC 2013.8.b CAEP Initial 2022.R1.3	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	
Comments:				
E. Digital Tools and Resources 1/14 (7%) NTASC 6.L NTASC 6.L CAEP Initial 2022.R1.2	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	
Comments:				
F. Safe and Respectful Learning Environment 1/14 (7%) NTASC 2013.3.d CAEP Initial 2022.R1.1	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	
Comments:				
G. Data-Guided Instruction 1/14 (7%) NTASC 6.L CAEP Initial 2022.R1.3	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	
Comments:				
H. Feedback to Learners 1/14 (7%) NTASC 2013.6.d CAEP Initial 2022.R1.3	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	
Comments:				
I. Assessment Techniques 1/14 (7%) NTASC 2013.7.d CAEP Initial 2022.R1.3	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	
Comments:				

J. Connections to Research and Theory 1/14 (7%) 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	
Comments:				
K. Demonstrates Fidelity 1/14 (7%) NTASC 2013.9.e, CAEP-Initial 2022-R1.4	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 time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	
Comments:				
L. Meets Deadlines and Obligations 1/14 (7%) NTASC 2013.9.e, CAEP-Initial 2022-R1.4	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 does not inform stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	
Comments:				
M. Collaboration 1/14 (7%) NTASC 2013.10.b, CAEP-Initial 2022-R1.4	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.)	
Comments:				
N. Responds Positively to Feedback and Constructive Criticism 1/14 (7%) NTASC 2013.9.n, CAEP-Initial 2022-R1.4	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	
Comments:				
	28.000 pts 100 %			

Setting

	City (3,000 pts)	Suburban (2,000 pts)	Town (1,000 pts)	Rural	N/A
School Setting (This section's scoring will not affect the student's overall score. The point values are for reporting purposes only.) 1/1 (100%)					
Comments:					
	0.000 pts				

Method of Instructional Delivery

	Virtual Only (3,000 pts)	Hybrid (2,000 pts)	In Person Only (1,000 pts)	N/A
Method of Instructional Delivery (This section's scoring will not affect the student's overall score. The point values are for reporting purposes only.) 1/1 (100%)				
Comments:				
	1.000 pts 33.33 %			

Directions for 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.library.edu/media/11_gvd5n0i1
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!

Pre-SCRIP Dispositions Assessment Rubric

	Level 2: Met - Proficient (2,000 pts)	Level 1: Not Met- Developing (1,000 pts)	Level 0: Not Met- No Evidence	N/A
Social Responsibility Cross-Cutting Theme: Diversity 1/5 (20%) NTASC 2013.10, NTASC 2013.6, NTASC 2013.7, NTASC 2013.2, NTASC 2013.3, NASDTEC-MCEE 2015.1, NASDTEC-MCEE 2015.3, NASDTEC-MCEE 2015.2, NASDTEC-MCEE 2015.5, NASDTEC-MCEE 2015.4, CAEP-2013 (rev) 1.1, CAEP-2013 (rev) 1.4, INTASC 2017.2.d, CAEP-2013 (rev) OCT Diversity, CAEP-Initial 2022-R1.4	The candidate demonstrates the belief that all students can learn. AND The candidate demonstrates a sense of fairness, justice, and equity for all students. AND The candidate differentiates instruction to meet the needs of all diverse learners AND The candidate interacts effectively with students to provide a positive, structured, safe learning environment.	The candidate states that all students can learn BUT the candidate's actions do not confirm the belief. OR The candidate demonstrates a sense of fairness, justice, and equity for certain groups of students. OR The candidate differentiates instruction BUT the instruction does not address the needs of all learners. OR The classroom environment is lacking in positive affirmation, structure, OR safety.	The candidate has not provided any evidence.	
Comments:				
Commitment 1/5 (20%) NTASC 2013.10, NTASC 2013.6, NTASC 2013.7, NTASC 2013.8, NTASC 2013.2, NTASC 2013.1, NTASC 2013.9.e, NASDTEC-MCEE 2015.1, NASDTEC-MCEE 2015.2, CAEP-2013 (rev) 1.1, CAEP-Initial 2022-R1.4	The candidate follows through on commitments and takes responsibilities seriously. AND The candidate completes assigned tasks on time. AND The candidate attends class, field experiences, and meetings consistently and promptly. AND The candidate shows the self-discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning to occur.	The candidate makes commitments that he/she is unable to keep. OR The candidate completes assigned tasks after the deadline. OR The candidate is late to class, field experiences, OR meetings. OR The candidate's lack of planning, preparation, or organization hinders successful instruction.	The candidate has not provided any evidence.	
Comments:				
Reflective Practice 1/5 (20%) NTASC 2013.10, NTASC 2013.6, NTASC 2013.8, NTASC 2013.2, NTASC 2013.3, NTASC 2013.1, NTASC 2013.9.g, NASDTEC-MCEE 2015.3, NASDTEC-MCEE 2015.2, NASDTEC-MCEE 2015.5, NASDTEC-MCEE 2015.4, CAEP-2013 (rev) 1.1, CAEP-2013 (rev) 1.2, ISTE 2017.7, CAEP-2013 (rev) 1.3, CAEP-Initial 2022-R1.4	The candidate thoughtfully considers educational matters and the practice of teaching. AND The candidate makes choices after pondering ideas and experiences. AND The candidate learns from journaling and discussions with colleagues.	The candidate spends little time reflecting on the practice of teaching. OR The candidate acts quickly before thinking about the results. OR The candidate does not use feedback to change.	The candidate has not provided any evidence.	
Comments:				

Integrity 1/5 (20%) NTASC 2013.10, NTASC 2013.7, NTASC 2013.9, NTASC 2013.5, NTASC 2013.1, NASDTEC-MCEE-2015.1, NASDTEC-MCEE-2015.3, NASDTEC-MCEE-2015.2, NASDTEC-MCEE-2015.4, CAEP-2013 rev.1.1, ISTE-2017.3, NTASC-2017.9m, CAEP-1916# 2022-R1.4	The candidate models exemplary citizenship. AND The candidate acts in an ethical and moral manner AND The candidate values honesty inside and outside of the classroom AND The candidate demonstrates trustworthiness. AND The candidate maintains confidentiality and discretion.	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. OR The candidate does not protect confidential information. OR The candidate lacks discretion.	The candidate has not provided any evidence.	
Comments:				
Professionalism 1/5 (20%) NTASC 2013.10, NTASC 2013.6, NTASC 2013.7, NTASC 2013.9, NTASC 2013.2, NTASC 2013.1, NASDTEC-MCEE-2015.1, NASDTEC-MCEE-2015.3, NASDTEC-MCEE-2015.4, CAEP-2013 rev.1.1, CAEP-2013 rev.1.2, NTASC-2017.10x, CAEP-1916# 2022-R1.4	The candidate respects authority, colleagues, students, and others. AND The candidate accepts constructive feedback in a respectful, appropriate manner. AND The candidate demonstrates appropriate 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 adheres to proper, formulated chains of command/expresses a grievance in a dignified, temperate manner. AND The candidate acts confidently and maturely. AND The candidate dresses in a dignified, modest manner that adheres to the dress code of the Host School. AND The candidate effectively uses the English language in speech and writing.	The candidate lacks respect for others. OR The candidate responds negatively to correction. OR The candidate is impatient or inflexible OR The candidate fails to follow the proper chain of command. OR The candidate fails to abide by the dress code of the Host School. OR The candidate has many errors in written communication.	The candidate has not provided any evidence.	
Comments:				
	10,000 pts 100 %			

Suggested Letter Grade Rubric Directions

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

Standards Chart

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