Institution:	Liberty University
Student:	Nigar Hasanova
Supervisor:	Kerri-Anne Newbrough
Site:	Eagle View Elementary Fairfax County Public Schools
Date:	Fall 2025 - Term A (08/18/25 - 12/12/25)
Type:	EDLC 688 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	11/11/25 02:59 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. Click here for a video overview of the Pre-CPAST/CPAST Assessment.

Comments are not required for indicators that meet the standard. However, please leave a comment on any standard indicator that your candidate scored "emerging" or "does not meet expectations" to help him/her grow in their practice.

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%

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		**B**			

Section Weight: 0%

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

Emerging

Question Comments : *Comment Required

The idea for the money lesson was a good idea, as was using a game to practicve the skill of making change. Some of the materials chosen were not the best choices. For example, the video chosen to explain the idea of making change related to Canadian money, as opposed to American money. Even though the concept is the same across both currencies, using coins familiar to the students would have caused less confusion.

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

Meets Expectations

Question Comments : *Comment Required

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
C. Learning Target and Directions	Articulates an accurate and clear learning target AND Articulates accurate directions/explanations AND	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

Meets Expectations

(1.000, 7.1%) CAEP-Initial-2022.R1.3 InTASC-2017.7.c	Sequences learning experiences appropriately		

Question Comments : ***Comment Required**

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

Emerging

Question Comments : ***Comment Required**

During the game and the review quiz, some students were either not engaged or were using answers provided by others. I would recommend creating an anecdotal check list to make sure all students have participated and engaged in the learning material.

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

Emerging

			available in the setting

Question Comments : *Comment Required

The video chosen to explain the idea of making change related to Canadian money, as opposed to American money. Even though the concept is the same across both currencies, using coins familiar to the students would have caused less confusion.

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

Meets Expectations

Question Comments : *Comment Required

When you have your own classroom, I would recommend creating a system where students indicate they have an answer and tracking who you have called on.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
G. Data- Guided Instruction (1.000, 7.1%) CAEP-Initial-2022.R1.3 InTASC-2017.6.l	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

Meets Expectations

Question Comments : *Comment Required

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
H. Feedback to Learners (1.000, 7.1%) CAEP-Initial-2022.R1.3	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 OR Feedback is	Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement OR

Emerging

InTASC-2017.6.d	AND Provides timely feedback	provided in a somewhat timely fashion	Feedback is not provided in a timely fashion

Question Comments : *Comment Required

I would recommend creating an anecdotal check list to make sure all students have participated and engaged in the learning material. Not all students completed the activity or participated fully in the knowledge check in.

	Meets Expectations (2.000 pts)	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**
I. Assessment Techniques (1.000, 7.1%) CAEP-Initial-2022.R1.3 InTASC-2017.7.d	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

Emerging

Question Comments : *Comment Required

I would recommend creating an anecdotal check list to make sure all students have participated and engaged in the learning material. Not all students completed the activity or participated fully in the knowledge check in.

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

Meets Expectations

Question Comments : *Comment Required

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

Meets Expectations

Question Comments : *Comment Required

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

Meets Expectations

Question Comments : ***Comment Required**

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

Meets Expectations

Question Comments : ***Comment Required**

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
N. Responds Positively to Feedback and Constructive Criticism (1.000, 7.1%) 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	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

Meets Expectations

	teacher, university supervisor) to improve practice		

Question Comments : ***Comment Required**

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%)

Suburban

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

Comments are not required for indicators that meet the standard. However, please leave a comment on any standard indicator that your candidate scored "does not meet - developing" or "no evidence" to help him/her grow in their practice.

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%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.m NASDTEC-MCEE-2015.3	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.

Question Comments : ***Comment Required**

	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%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.10.c NASDTEC-MCEE-2015.3	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.

Level 2: Met - Proficient

Question Comments : ***Comment Required**

	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 : ***Comment Required**

Level 2: Met - Proficient

	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%) 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 : ***Comment Required**

Level 2: Met - Proficient

	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 (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 : ***Comment Required**

	Level 2: Met-Proficient (2.000 pts)	**Level 1: Not Met-Developing (1.000 pt)**	**Level 0: No Evidence (0.000 pt)**
F. 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 makes choices after pondering ideas and experiences.	The candidate acts quickly before thinking about the results.	No evidence provided.

Level 2: Met - Proficient

Question Comments : ***Comment Required**

	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%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.o NASDTEC-MCEE-2015.2	The candidate models good citizenship and acts in an ethical and moral manner. AND The candidate values honesty inside and outside of the classroom and school.	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.

Question Comments : ***Comment Required**

	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 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.

Level 2: Met - Proficient

Question Comments : ***Comment Required**

	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%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.10.c NASDTEC-MCEE-2015.2	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.

Question Comments : ***Comment Required**

	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.	The candidate has many errors in written communication.	No evidence provided.

Level 2: Met - Proficient

Question Comments : ***Comment Required**

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

Ms. Hasanova is kind and caring and is enthusiastic about teaching children. She is prompt and punctual and clearly communicates her schedule and assignments.

Overall Evaluation Comments

Comments: ***Required**

Overall, I think this was a good way to experience teaching in front of real children. As we have discussed in the past, there is nothing like having to teach with a real audience. It is very different than in theory teaching. For this lesson, and future lessons, I would think carefully about supporting materials, especially any videos. On a lesson like money, it is vitally important to make sure that the currency in the video matching the currency the children use day to day. 3rd graders often mix up their American coins, so introducing the idea of Canadian coins and making change with them created confusion for the children. Overall, though, the idea for the lesson was solid and the children enjoyed the lesson flow, especially the inclusion of a game to reinforce concepts.

Evaluation Score Summary

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