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Site:	VIRGINIA ACADEMY
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CPAST FINAL 11-22 - Mentor

General overview

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

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

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

At the Mid-term 3-way conference

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

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

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

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

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

How to apply scoring

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

improve learner achievement.”

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

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

Goals: See definition for “Measurable Goals.”

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

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

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

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

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

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

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

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

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

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

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

Targets: See definition for 'Objectives/Targets.'

Technologies: See definition for 'Digital Tools.'

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

Section Weight: 0%

	Exceeds Expectations (3.000 pts)	**Meets Expectations (2.000 pts)**	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Emergent Growth (1.000 pt)**
A. Focus for Learning: **Standards and Objectives /Targets** (1.000, 4.8%) CAEP-Initial	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND	Plans align to appropriate P 12 state learning standards AND/OR Some goals are measurable AND/OR	Plans do not align to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR	

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

	Exceeds Expectations (3.000 pts)	**Meets Expectations (2.000 pts)**	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Meets (2.000 pts)**
B. Materials and Resources (1.000, 4.8%) CAEP-Initial2022.R1.3 InTASC2017.7.b	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners 3. Encourage individualization of learning	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners	Uses materials and resources that align with some of the objectives/targets	Materials and resources do not align with objectives/targets	

	Exceeds Expectations (3.000 pts)	**Meets Expectations (2.000 pts)**	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Meets (2.000 pts)**
C. Assessment of P-12 Learning (1.000, 4.8%)	Plans a variety of assessments that 1. Provide opportunities for	Plans a variety of assessments that 1. Provide opportunities for	Planned assessments 1. Provide opportunities for	Planned assessments 1. Are not included	

CAEP-Initial 2022.R1.3 InTASC 2017.6.b	learners of varying abilities to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. Promote learner growth	learners to illustrate competence (whole class) 2. Align with the appropriate P 12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge	some learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards	OR 2. Do not align with the appropriate P-12 state learning standards

	Exceeds Expectations (3.000 pts)	**Meets Expectations (2.000 pts)**	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Emergent Growth (1.000 pt)**
D. Differentiated Methods (1.000, 4.8%) CAEP-Initial2022.R1.1 InTASC2017.2.c	Lessons make meaningful and culturally relevant connections to 1.Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND Differentiation of instruction supports learner development AND	Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible	Lessons make an attempt to build on, but are not completely successful at connecting to 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND Differentiation of instruction is minimal AND Organizes instruction to	Lessons do not build on or connect to learners' prior knowledge AND/OR Explanations given are illogical or inaccurate as to how the content connects to previous and future learning AND/OR Differentiation of instruction is absent	

	Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners	and relevant for learners	ensure content is comprehensible for learners		

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

	Exceeds Expectations (3.000 pts)	**Meets Expectations (2.000 pts)**	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Emergent Growth (1.000 pt)**

F. Critical Thinking (1.000, 4.8%) CAEP-Initial 2022.R1.2 InTASC 2017.5.d	Engages learners in critical thinking in local and/or global contexts that 1. Fosters problem solving 2. Encourages conceptual connections 3. Challenges assumptions	Engages learners in critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	Introduces AND/OR models critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	Does not introduce AND/OR model critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	

	Exceeds Expectations (3.000 pts)	**Meets Expectations (2.000 pts)**	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Emergent Growth (1.000 pt)**
G. Checking for Understanding and Adjusting Instruction through Formative Assessment (1.000, 4.8%) CAEP-Initial 2022.R1.3 InTASC 2017.8.b	Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)	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	

	Exceeds Expectations (3.000 pts)	**Meets Expectations (2.000 pts)**	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Meets (2.000 pts)**
H. Digital Tools and Resources (1.000, 4.8%)	Discusses AND uses a variety of developmentally	Discusses AND uses developmentally appropriate	Discusses developmentally appropriate	One of the following:	

CAEP-Initial2022.R1.3 InTASC2017.5.l	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 3. Extend learners' understanding of concepts	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	technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson AND Technology is not available	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

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

	equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	Uses research-based strategies to maintain learners' attention (individual and whole group)	Attempts to use constructive strategies to maintain learners' attention (individual and whole group)	attention (individual and whole group)	

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

	Exceeds Expectations (3.000 pts)	**Meets Expectations (2.000 pts)**	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Emergent Growth (1.000 pt)**
K. Feedback to Learners (1.000, 4.8%) CAEP-Initial 2022.R1.3 InTASC 2017.6.d	Provides feedback that 1. Enables learners to recognize strengths AND areas for improvement	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible	Provides minimal feedback that 1. Enables learners to recognize strengths OR areas for improvement OR	Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement	

	2. Is comprehensible 3. Is descriptive 4. Is individualized AND Provides timely feedback, guiding learners on how to use feedback to monitor their own progress	3. Is descriptive AND Provides timely feedback	Feedback is provided in a somewhat timely fashion	OR Feedback is not provided in a timely fashion	

	Exceeds Expectations (3.000 pts)	**Meets Expectations (2.000 pts)**	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Meets (2.000 pts)**
L. Assessment Techniques (1.000, 4.8%) CAEP-Initial 2022.R1.3 InTASC 2017.7.d	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. Varied	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are 1. Developmentally appropriate 2. Formative OR summative	Assessment techniques are 1. Developmentally inappropriate OR Not used	

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

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

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

	Exceeds Expectations (3.000 pts)	**Meets Expectations (2.000 pts)**	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Does Not Meet**

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

	Exceeds Expectations (3.000 pts)	**Meets Expectations (2.000 pts)**	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Exceeds (3.000 pts)**
P. Demonstrates Punctuality (1.000, 4.8%)	Reports on time or early for daily student teaching	Reports on time for daily student teaching	Inconsistently reports on time for daily student teaching	Does not report on time for student teaching	

CAEP-Initial 2022.R1.4 InTASC 2017.9.o	AND Additional teacher engagements (e.g., IEPs, teacher committees)	AND Additional teacher engagements (e.g., IEPs, teacher committees)	AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)

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

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

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
S. Collaboration (1.000, 4.8%) 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 Works with and learns from colleagues in planning and implementing	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	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.)	

	instruction to meet diverse needs of learners	implementing instruction			

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.10.j	Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research based practices) AND Takes action(s) based upon identified needs, while following district protocols	Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research based practices)	Recognizes areas in need of advocacy, but cannot articulate the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research based practices)	Does not recognize areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
U. Responds Positively to Feedback and	Is receptive to feedback, constructive	Is receptive to feedback, constructive	Is receptive to feedback, constructive	Is not receptive to feedback, constructive	

Constructive Criticism (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.9.n	criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice AND Proactively seeks opportunities for feedback from other professionals	criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	criticism, and supervision AND/OR Incorporates feedback inconsistently	criticism, and supervision AND/OR Does not incorporate feedback

Section Weight: 0%

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

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

Suburban

Section Weight: 0%

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

	Virtual Only (3.000 pts)	Hybrid (2.000 pts)	In Person Only (1.000 pt)
Method of Instructional Delivery (This section's scoring			

In Person Only

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

Section Weight: 0%

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

	Level 3: Met-Advanced (3.000 pts)	**Level 2: Met-Proficient (2.000 pts)**	**Level 1: Not Met-Developing (1.000 pt)**	**Level 0: No Evidence (0.000 pt)**
A. Social Responsibility (1.000, 10.0%) 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, responsibility, and equity for all students AND demonstrates empathy and sensitivity to human needs.	The candidate demonstrates a sense of fairness, responsibility, 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.

Advanced

	Level 3: Met-Advanced (3.000 pts)	**Level 2: Met-Proficient (2.000 pts)**	**Level 1: Not Met-Developing (1.000 pt)**	**Level 0: No Evidence (0.000 pt)**

Advanced

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 and creates a learning environment where student access, success, and achievement are priority.	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment.	The classroom environment is lacking in positive affirmation, structure, OR safety.	No evidence provided.

	Level 3: Met-Advanced (3.000 pts)	**Level 2: Met-Proficient (2.000 pts)**	**Level 1: Not Met-Developing (1.000 pt)**	**Level 0: No Evidence (0.000 pt)**	**Advanced**
C. Commitment (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced 2022.RA1.1f InTASC-2017.10.p NASDTEC-MCEE 2015.1	The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines. AND The candidate demonstrates a persevering commitment to the mission and vision of the school and each student's learning success.	The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines.	The candidate makes commitments that he/she is unable to keep.	No evidence provided.	

	Level 3: Met-Advanced (3.000	**Level 2: Met-Proficient (2.000**	**Level 1: Not Met-Developing (1.000**	**Level 0: No Evidence (0.000**	**Advanced**

	pts)	pts)	pt)	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 extraordinary 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 consistently completes assigned tasks ahead of time.	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.

Advanced

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

	implement change.				

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Advanced
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, experiences, research, and engages in collaboration with colleagues when appropriate.	The candidate makes choices after pondering ideas and experiences.	The candidate acts quickly before thinking about the results.	No evidence provided.	

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Advanced
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 exemplary citizenship and displays moral leadership. AND The candidate values honesty inside and outside of the classroom. AND	The candidate models good citizenship and acts in an ethical and moral manner. AND The candidate values honesty inside and outside of the classroom.	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.	

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

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Advanced
H. Integrity (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced 2022.RA1.1f ISTE.2.3 ISTE.LDR.3 InTASC-2017.10.g NASDTEC-MCEE 2015.5	The candidate demonstrates exemplary commitment to consuming, creating, distributing, and communicating information through all technologies to build local and global learning communities, both personally and professionally.	The candidate demonstrates a positive commitment to consuming, creating, distributing, and communicating information through all technologies.	The candidate lacks professional discretion when consuming, creating, distributing, and/or communicating through the use of all technologies.	No evidence provided.	

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

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

	Level 3: Met-Advanced (3.000 pts)	**Level 2: Met-Proficient (2.000 pts)**	**Level 1: Not Met-Developing (1.000 pt)**	**Level 0: No Evidence (0.000 pt)**	**Proficient**
J. Professionalism (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced 2022.RA1.1f	The candidate effectively uses the English language in speech and writing. AND The candidate consistently supports writings with research and	The candidate effectively uses the English language in speech and writing.	The candidate has many errors in written communication.	No evidence provided.	

InTASC-2017.9.c NASDTEC-MCEE 2015.2	professional perspectives.			

Section Weight: 0%

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

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

	A (4.000 pts)	B (3.000 pts)	C (2.000 pts)	D (1.000 pt)	F (0.000 pt)
Please provide a suggested letter grade to signify the candidate's overall performance and effort in student teaching. (1.000, 100.0%)					

C

Section Weight: 0%

What went well? Areas of strength?

Question Comments :

Nigar has a heart for her students. It is evident in her efforts, diligence and work ethic. She is learning how to deliver information in a way they can understand the material.
Please know the communication with parents question is not something we ask our student teachers to do so if I had thee option it would show a N/A

Possible opportunities for growth

Question Comments :

I would like to see Nigar be able break down the information in a way students can grasp. Instead of asking a blanket, "who doesn't understand", perhaps as students are answering questions and engaging ask questions that could help facilitate critical thinking, "why do you think that is the answer", "how did you get that answer". This approach may her help see gaps.

Section Weight: 0%

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

Connection to 3-way form	Goal (must have a minimum of one goal) with Details		Action Plan: Next Steps to help Candidate achieve goal	
		Candidate will	Supervisor will	Cooperating Teacher will
L. Assessment: Feedback to Learners	I will focus on providing specific (not general) feedback to individuals and to groups-with a focus on task and process.	I will prepare feedback ahead of time using data.	I will pay attention to feedback during observations	I will review candidate feedback before lesson.

Question Comments :

Evaluation Score Summary

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

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