

Institution:	Liberty University
Student:	Daniel Byrtus
Supervisor:	Julie Flynn
Site:	Aquinas Classical Academy
Date:	Spring 2025 - Term A (01/13/25 - 05/09/25)
Type:	EDLC 688 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	05/02/25 01:12 PM

Pre-CPAST Assignment 11-22 - Mentor

General overview

Assessment

Pre-CPAST Directions

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

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

Goals: See definition for "Measurable Goals."

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

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

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

Mentor Teachers: See definition for "Cooperating Teachers."

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

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	A				

Section Weight: 0%

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

Question Comments : *Comment Required

Well-prepared lectures on Reconstruction after the Civil War. Handed out primary sources for students to read and discuss. Great job engaging student interest in his topic.

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

Question Comments : *Comment Required

Students were active in discussion on the primary sources he provided.

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

Question Comments : *Comment Required

Daniel's prepared lecture notes definitely met the requirements. Content was logically presented, and complexities were clarified as he progressed through the history of Reconstruction.

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

Question Comments : *Comment Required

Definitely met this requirement by asking students review questions before, during, and after his lectures.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
E. Digital Tools and Resources (1.000, 7.1%)	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	
CAEP-Initial-2022.R1.2 InTASC-2017.5.I InTASC-2017.6.i				

Question Comments : *Comment Required

Students definitely felt included in the class, and had opportunity to ask questions and give their opinions.

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

Question Comments : *Comment Required

The class periods followed the usual routine of the school, and Daniel demonstrated capable classroom management.

	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

Daniel's prepared lecture notes showed information supported by reliable resources.

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

Question Comments : *Comment Required

Daniel made positive comments to students as they answered questions out loud.

	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

Students were asked to write a summary of the 2 lectures on Civil War Reconstruction which Daniel gave. This assessment form was definitely appropriate for this class of graduating seniors.

	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

Daniel's lecture notes and lecture showed evidence of detailed research of Civil War Reconstruction history.

	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

Very, very punctual, communicative, and collaborative.

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

Question Comments : *Comment Required

No absences. Met all deadlines we had agreed to for providing content.

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

Question Comments : *Comment Required

Definitely demonstrated a very collaborative demeanor both in the staff room and in the classroom as an observer and as a lecturer.

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

Question Comments : *Comment Required

Daniel was quite professional when feedback given, and sought out advice on how to improve.

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

In Person Only

Question Comments :

Section Weight: 0%

Pre-SCRIP Dispositions Assessment Rubric

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

Before completing the SCRIP/Pre-SCRIP assessment, please review the SCRIP/Pre-SCRIP Scorer Training video. This video will explain the importance of this assessment and will provide direction on how to accurately score the candidate using the

instrument. The video is less than 15 minutes in length. Here is the link: https://watch.liberty.edu/media/t/1_103thmlr

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

Attachments: SCRIP__Pre_SCRIP_Scorer_Training_200602.pptx

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
A. Social Responsibility (1.000, 10.0%)	The candidate demonstrates a sense of fairness, 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%)	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.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f				
InTASC-2017.10.p NASDTEC-MCEE-2015.1				

Question Comments :

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

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
E. Reflective Practice (1.000, 10.0%)	The candidate thoughtfully considers educational matters and the practice of teaching to make informed decisions	The candidate spends little time reflecting on the practice of teaching to make informed decisions.	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f				
InTASC-2017.9.c NASDTEC-MCEE-2015.2				

Question Comments :

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

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
G. Integrity (1.000, 10.0%)	The candidate models good citizenship and acts in an ethical and moral manner.	The candidate does not follow the rules or the law. OR The candidate acts in a way which causes others to question his/her ethics or morals.	No evidence provided.	
CAEP-Initial-2022.R1.4 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%)	The candidate effectively uses the English language in speech and writing.	The candidate has many errors in written communication.	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised- Advanced-2022.RA1.1f				
InTASC-2017.9.c NASDTEC-MCEE-2015.2				

Question Comments :

Pre-SCRIP Dispositions Assessment Rubric Comments : *Comment Required

The candidate met all requirements.

Overall Evaluation Comments

Comments: *Required

Daniel was collaborative, and clearly had command of his lecture topic, while involving students in active discussion of primary sources.

Evaluation Score Summary

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

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Institution:	Liberty University
Student:	Daniel Byrtus
Date:	Spring 2025 - Term A (01/13/25 - 05/09/25)
Type:	EDLC 688 (CT (Cooperating Teacher - Site Supervisor))

The current Evaluation grade has been calculated below.

REQUIRED QUESTION/COMMENT Warning: One or more of the questions/comments below are required and are highlighted in red below.

[Save Changes](#)

Pre-CPAST Assignment 11-22 - Student Self

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		A	B	C	D	F	
Please provide a suggested letter grade to signify the candidate's overall performance and effort during the practicum. (1.000, 100.0%)	Final Required	☒	☐	☐	☐	☐	Enter comments for Final Comment Required

Section Weight: 0%

A. Focus for Learning: Standards and	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
	Plans align to appropriate P-12 state Learning Standards AND	Plans align to appropriate P-12 state Learning Standards AND/OR	Plans do not align to the appropriate P-12 state Learning Standards	Required

Objectives/Target (1.000, 7.1%)	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	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	AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets, and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners
CAEP-Initial-2022.R1.3 InTASC-2017.7.a			

Question Comments : *Comment Required

The candidate followed the Virginia Standards of Learning and Common Core standards to clearly present the relevant learning objectives and goals at the start of the lesson on Reconstruction. They also facilitated both teacher-led and student-driven class discussions to ensure students were meeting specific learning goals

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

Question Comments : *Comment Required

During the lesson on Reconstruction, the candidate provided opportunities for students to demonstrate their understanding through peer discussions and the annotation of primary source documents, including speeches and legislation from the era. The candidate also integrated formative assessments through in-class

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations <i>Required</i>
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

The candidate clearly communicated measurable and specific learning goals at the beginning of the lesson that focused on the political, social, and economic aspects of the Reconstruction era. Throughout the lesson, the candidate gave clear directions to ensure students understood how to complete in-class practical exercises

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations <i>Required</i>
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

The candidate regularly used formative assessment, such as asking targeted questions on the learning objectives and moving around the room to support student-led group work. When students showed confusion about the role of the Radical Republicans during Reconstruction, the candidate adjusted the lesson to revisit and



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

Question Comments : *Comment Required

The candidate provided primary source handouts from the Reconstruction era such as speeches and legislation that reinforced the lesson's learning objectives. These documents were sourced from reputable online digital archives of historical materials, allowing students to engage directly with the perspectives and issues of the era.



	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations <i>Required</i>
F. Safe and Respectful Learning	Manages a safe and respectful learning	Attempts to manage a safe learning	Does not manage a safe learning environment (i.e.,	

Environment (1.000, 7.1%) CAEP-Initial- 2022.R1.1 InTASC- 2017.3.d	environment through the use of routines and transitions (i.e., classroom management) AND Establishes and promotes constructive relationships to equitably engage learners	environment through the use of routines and transitions (i.e., classroom management) AND/OR Attempts to establish constructive relationships to engage learners	insufficient classroom management) OR Does not establish constructive relationships to engage learners
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Question Comments : *Comment Required

The candidate applied effective classroom management strategies throughout the lesson, ensuring smooth and efficient transitions from direct instruction to student led activities. These strategies helped foster a positive and respectful classroom environment.

	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.I	Uses data-informed decisions to design instruction and assessment	Uses minimal data to design instruction and assessment	Does not use data to design instruction and assessment

Required

Question Comments : *Comment Required

Throughout both the instructional and practical exercise portions of the Reconstruction lesson, the candidate frequently asked questions to students and moved throughout the classroom to monitor student understanding. The data gathered from these assessment techniques were used to guide ongoing instruction, helping the

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

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	AND Provides timely feedback	OR Feedback is provided in a somewhat timely fashion	
InTASC-2017.6.d			

Question Comments : *Comment Required

The candidate provided continuous feedback by asking students targeted questions throughout the lesson and addressing any relevant inquiries related to the 14th Amendment and its impact on Reconstruction. When students answered correctly or asked follow-up questions related to the learning objectives, the candidate

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

Question Comments : *Comment Required

The candidate used developmentally appropriate formative assessment techniques throughout the lesson, including questions tailored to high school freshmen. In addition, small group discussion questions were used to help students deepen their grasp of the learning objectives related to Reconstruction, providing

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations ▼
				<i>Required</i>

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
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Question Comments : *Comment Required

Research shows that student-led small groups, facilitated and closely monitored by the instructor, are among the most effective methods for both instruction and formative assessment. In this lesson on Reconstruction, small group discussions were used to allow students to demonstrate their understanding of the learning objectives. This

	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

Required

Question Comments : *Comment Required

The candidate arrived early for the lessons on Reconstruction to ensure the classroom was properly set up for the lesson. They were also punctual for all additional teacher responsibilities, including meetings and other observations, demonstrating professionalism and commitment to the teaching process.

	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%)	Meets deadlines and obligations established by the cooperating teacher, instructor, and/or supervisor	Most of the time meets deadlines and obligations established by the cooperating teacher, instructor,	Frequently misses deadlines or obligations established by the cooperating teacher, instructor,

Meets Expectations

Required

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

The candidate consistently met all required deadlines and responsibilities set by both the cooperating teacher and the headmaster. Had the candidate been late or absent for any unforeseen circumstances, the cooperating teacher would have been promptly informed to ensure transparency and maintain professionalism.

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

Question Comments : *Comment Required

The candidate spent several hours each day collaborating with other teachers and members of the school community while preparing the lesson on Reconstruction. Additionally, the candidate engaged in multiple in-depth discussions with the supervising teacher to ensure the lesson was maximally informed by the teacher's professional

	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%)	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			

Meets Expectations

Required

Question Comments : **Comment Required*

The candidate gathered substantial feedback from the supervising teacher before delivering the lesson on Reconstruction and made significant adjustments to the lesson plan based on this input. After the lesson, the candidate had additional discussions with the supervising teacher to review the outcomes and incorporated this

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

Required

Question Comments :

Suburban in Bremerton, WA.

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

Required

Question Comments :

In person only.

Overall Evaluation Comments

Comments: *Required

Overall, the candidate met and exceeded the required expectations by actively collaborating with the supervising teacher and other faculty members. This teamwork enabled the candidate to design a lesson on Reconstruction that included effective formative assessments and developmentally appropriate instruction, ensuring the content was accessible and engaging for students.

Evaluation Score Summary

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

Save Changes Submit

Back to Top

Institution:	Liberty University
Student:	Daniel Byrtus
Supervisor:	Shae Ryalls
Site:	Aquinas Classical Academy
Date:	Spring 2025 - Term A (01/13/25 - 05/09/25)
Type:	EDLC 588 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	04/15/25 04:02 PM

Pre-CPAST Assignment 11-22 - Mentor

General overview

Assessment

Pre-CPAST Directions

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

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

Goals: See definition for "Measurable Goals."

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

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

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

Mentor Teachers: See definition for "Cooperating Teachers."

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

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	A					Byrtus was attentive and a pleasure to have.

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

Question Comments : *Comment Required

He made a solid plan and carried it out effectively.

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

Question Comments : *Comment Required

He assessed where students were at effectively.

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

Question Comments : *Comment Required

He had a clear and helpful sequence leading to his target.

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

Question Comments : *Comment Required

He did adjust as necessary.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
E. Digital Tools and Resources (1.000, 7.1%)	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that	Discusses developmentally appropriate technologies (digital tools and resources)	One of the following: A. Does not use technologies (digital tools and resources) to engage	

CAEP-Initial-2022.R1.2 InTASC-2017.5.I InTASC-2017.6.i	1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills	relevant to learning objectives/ targets of the lesson AND Technology is not available	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
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Question Comments : *Comment Required

He used the appropriate tools for the subject.

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

Question Comments : *Comment Required

He integrated smoothly with already established classroom routines.

Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
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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
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Question Comments : *Comment Required

He was clearly well informed as he formed his instruction plan.

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

Question Comments : *Comment Required

He kept students on task and gave them feedback about relevant questions.

	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%) 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	

Question Comments : *Comment Required

He assessed students well.

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

Question Comments : *Comment Required

His lesson plan showed that he understood educational research and theory because they were seamlessly integrated.

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

Question Comments : *Comment Required

He was always on time.

	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	Most of the time meets deadlines and obligations established by the cooperating teacher,	Frequently misses deadlines or obligations established by the cooperating teacher, instructor,	

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

He did very well in communication.

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

Question Comments : *Comment Required

He integrated smoothly into the rhythm of the school.

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

Constructive Criticism (1.000, 7.1%)	supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	supervision AND/OR Incorporates feedback inconsistently	and supervision AND/OR Does not incorporate feedback
CAEP-Initial-2022.R1.4 InTASC-2017.9.n			

Question Comments : *Comment Required

He regularly sought both positive and negative feedback in order to improve.

Section Weight: 0%

School Setting: Part A

City

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

Question Comments :

Section Weight: 0%

In Person
Only

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

Question Comments :

Section Weight: 0%

Pre-SCRIP Dispositions Assessment Rubric

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

Before completing the SCRIP/Pre-SCRIP assessment, please review the SCRIP/Pre-SCRIP Scorer Training video. This video will explain the importance of this assessment and will provide direction on how to accurately score the candidate using the instrument. The video is less than 15 minutes in length. Here is the link: https://watch.liberty.edu/media/t/1_103thmlr

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

Attachments: SCRIP__Pre_SCRIP_Scorer_Training_200602.pptx

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
A. Social Responsibility (1.000, 10.0%)	The candidate demonstrates a sense of fairness, 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%)	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.	
CAEP-Initial-2022.R1.4 CAEP-Revised- Advanced-2022.RA1.1f				
InTASC- 2017.10.p NASDTEC- MCEE-2015.1				

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
D. Commitment (1.000, 10.0%)	The candidate shows the self-discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/ 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.	
CAEP-Initial-2022.R1.4 CAEP-Revised- Advanced-2022.RA1.1f				
InTASC-2017.9.k NASDTEC-MCEE-2015.1				

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
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E. Reflective Practice (1.000, 10.0%)	The candidate thoughtfully considers educational matters and the practice of teaching to make informed decisions	The candidate spends little time reflecting on the practice of teaching to make informed decisions.	No evidence provided.
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.c NASDTEC-MCEE-2015.2			

Question Comments :

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

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
G. Integrity (1.000, 10.0%)	The candidate models good citizenship and acts in an ethical and moral manner.	The candidate does not follow the rules or the law. OR The candidate acts in a	No evidence provided.	

CAEP-Initial-2022.R1.4	AND	way which causes others
CAEP-Revised-Advanced-2022.RA1.1f	The candidate values honesty inside and outside of the classroom and school.	to question his/her ethics or morals.
InTASC-2017.9.o NASDTEC-MCEE-2015.2		

Question Comments :

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

Question Comments :

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
I. Professionalism (1.000, 10.0%)	The candidate demonstrates appropriate behavior; possesses patience,	The candidate is impatient or inflexible, lacks personal	No evidence provided.	

CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f	self-control, and flexibility	management skills and confidence.
InTASC-2017.10.c NASDTEC-MCEE-2015.2	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.	

Question Comments :

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

Question Comments :

Pre-SCRIP Dispositions Assessment Rubric Comments : *Comment Required

Daniel Byrtus conveyed and proved that he is an upstanding individual with real concern for the students in his care.

Overall Evaluation Comments

Comments: *Required

Daniel Byrtus is an energetic young man who is clearly capable of teaching well. Bravo!

Evaluation Score Summary

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

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Institution:	Liberty University
Student:	Daniel Byrtus
Date:	Spring 2025 - Term A (01/13/25 - 05/09/25)
Type:	EDLC 588 (CT (Cooperating Teacher - Site Supervisor))

[Save Changes](#)

Pre-CPAST Assignment 11-22 - Student Self

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%

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	☒	☐	☐	☐	☐	Enter comments for Final Comment Required

Section Weight: 0%

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

Question Comments : *Comment Required

The candidate utilized Virginia State Standards of Learning and Common Core standards to articulate the applicable learning objectives and targets at the beginning of the lesson on the Roman military. The candidate also utilized teacher led as well as student led in class discussions to ensure specific learning goals related to



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

Question Comments : *Comment Required

During lesson on the Roman military, the candidate allowed students to demonstrate their competence through discussion with their peers as well as annotation of primary source documents. The candidate also incorporated formative assessments through in class discussions and worked with host teacher to ensure a summative

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations <i>Required</i>
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

The candidate articulated learning targets at the beginning of class that detailed measurable and specific learning goals related to the culture and structure of the Roman military. The candidate provided clear directions throughout the block of instruction to ensure students fully understood how to execute the in class practical

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations <i>Required</i>
D. Checking for Understanding and Adjusting Instruction through Formative Assessment (1.000, 7.1%) CAEP-Initial- 2022.R1.3 InTASC-	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	Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners' responses	

Question Comments : *Comment Required

The candidate used frequent formative assessments throughout the class including asking students specific questions about the material that was just taught as well as circulating the room during student led small groups to clarify any misconceptions. The candidate also adjusted instruction as necessary when it became clear students

	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 available in the setting

Meets Expectations ▼

*Required***Question Comments : *Comment Required**

The candidate utilized digital tools such as PowerPoint to provide a visual aid to students during the block of instruction and also provided primary source handouts on Roman battles that reinforced the learning objectives. These primary source documents were gathered from online digital repositories of historical information.

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

Question Comments : **Comment Required*

The candidate used appropriate classroom management techniques during the block of instruction and in class discussions, ensuring that transitions from instruction to practical exercise were both rapid and supported constructive relationships among students. During the in class discussions and small group discussions, the candidate

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations <i>Required</i>
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	

Question Comments : **Comment Required*

The candidate asked frequent questions and circulated the room during both the period of instruction and the practical exercise, utilizing this data to drive further classroom instruction. The candidate also used this data to establish if any reteaching was necessary or if significant misconceptions had to be clarified.

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

Question Comments : *Comment Required

The candidate provided feedback by asking students frequent questions throughout the block of instruction as well as answering any questions posed that were pertinent to the learning objectives. Learners were given positive feedback when questions were answered correctly or additional questions were posed that provided

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

Question Comments : *Comment Required

The formative assessment techniques utilized throughout the classroom instruction and practical exercise included questions that were developmentally appropriate for high school freshmen. Additional formative assessment techniques included developmentally appropriate small group discussion questions that

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

Question Comments : **Comment Required*

Student led small groups that are facilitated and closely observed by the instructor have been identified through research as one of the most effective methods of both classroom instruction as well as formative assessment. For my lesson, the small group instruction was used to ensure students could demonstrate their comprehension of

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

Question Comments : **Comment Required*

The candidate was early for the class that they taught on the Roman military in order to facilitate appropriate classroom setup. The candidate was also on time for all additional teacher engagements including meetings and other observed classes.



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

Question Comments : *Comment Required

The candidates met all required deadlines and obligations that were established by both the cooperating teacher and headmaster. On the occasions that the candidate was late due to unforeseen health events, the cooperating teacher was informed.



	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations <i>Required</i>
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	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school	Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers,	

personnel, personnel, school
 administrators, etc.) administrators, etc.) personnel,
 AND Attempts to administrators, etc.)
 work with and learn
 from colleagues in
 planning
 and implementing
 instruction

Question Comments : *Comment Required

The candidate spent multiple hours a day in the teachers lounge, cooperating with other teachers and members of the school community in creating the lesson on the Roman military. The candidate also had several conversations at length with the supervising teacher to ensure that the lesson on the Roman military

	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%)	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			

Meets Expectations

Required

Question Comments : *Comment Required

The candidate gathered a significant amount of feedback from the supervising teacher prior to giving the lesson on the Roman military and adjusted the lesson plan significantly as necessary based on feedback. The candidate had additional conversations with the supervising teacher following the lesson on the Roman military and

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

Required

Question Comments :

Suburban in Bremerton, WA.

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

Required

Question Comments :

In person only.

Overall Evaluation Comments

Comments: *Required

Overall, the candidate met the required expectations and went above and beyond to ensure cooperation with the supervising teacher as well as other teachers at the school. This cooperation allowed for the candidates lesson to include effective formative assessments as well as instruction that was developmentally appropriate.

Evaluation Score Summary

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

Institution:	Liberty University
Student:	Daniel Byrtus
Date:	Spring 2025 - Term A (01/13/25 - 05/09/25)
Type:	EDLC 688 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	04/10/25 02:08 AM

The current Evaluation grade has been calculated below.

Pre-SCRIP Self Assessment 11-22 - Student Self

General overview

The template below will be used to self-assess your performance on the SOE Pre-SCRIP Dispositions during your placement. Select Level 2, 1, or No Evidence for each element of Pre-SCRIP.

Pre-Scrp Dispositions Assessment Standards

CAEP-Initial-2022.R1.4 R1.4 Professional Responsibility - The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

CAEP-Revised-Advanced-2022.RA1.1f Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

InTASC-2017.10.c The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals

InTASC-2017.10.g The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

InTASC-2017.10.p The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

InTASC-2017.9.c Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

InTASC-2017.9.h The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

InTASC-2017.9.k The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from

teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

InTASC-2017.9.m The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

InTASC-2017.9.o The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

ISTE.2.3 Telecommunications and Information Access. Candidates will use telecommunications and information access resources to support instruction

ISTE.LDR.3 o Professional Preparation in Educational Computing and Technology Literacy. Professional preparation in educational computing and technology literacy prepares candidates to integrate teaching methodologies with knowledge about use of technology to support teaching and learning. Advanced programs must document the prerequisite preparation of the advanced candidates or provide instruction to fulfill the educational computing and technology literacy program standards in initial coursework. Complete the Specialty Content section (3.0) of the Educational Computing and Technology Literacy Matrix.

NASDTEC-MCEE-2015.1 Principle I: Responsibility to the Profession - The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

NASDTEC-MCEE-2015.2 Principle II: Responsibility for Professional Competence - The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence. NASDTEC-MCEE-2015.3 Principle III: Responsibility to Students - The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

NASDTEC-MCEE-2015.5 Principle V: Responsible and Ethical Use of Technology - The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

Section Weight: **100%**

	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 : *Comment Required

I approached my lesson on Reconstruction with an understanding of my frame of reference and a commitment to presenting history through a thoughtful, socially appropriate lens. While conducting research for the Reconstruction lessons, I remained mindful of my own biases and how they could shape the interpretation of historical events. During the lesson itself, I made a conscious effort to present the experiences of the freedmen (freed slaves) with sensitivity and respect. Additionally, when students asked about women's suffrage during the Reconstruction era, I acknowledged my inherent gender perspective and responded in a way that was both informed and considerate.

	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 : *Comment Required

I supported the school's shared vision and common goals through participating in communal prayer as well as aligning my lessons with the school's Christo-centric vision. I actively participated in and occasionally led beginning-of-class prayers, reinforcing the school's shared Catholic identity. When teaching my lesson, I aligned my content and approach with the school's Christo-centric, liberal arts mission and values. Additionally, I observed the teacher's strategy towards grading, which allowed me to help better understand students' progress towards the school vision.

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

Question Comments : *Comment Required

I supported the mission of the school and advocated for students to promote their success through my observational and teaching practices. I contributed to shaping the school's culture by participating in the daily St. Thomas Aquinas prayer with students at the start of each American History class. As an advocate for learners, I created a classroom environment where students felt comfortable asking questions during my lessons on Reconstruction and I took time to clarify misconceptions when needed. I also maintained accountability for student engagement by redirecting attention to the lesson or small group activities whenever focus drifted.

	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 : *Comment Required

I built and implemented a plan for professional growth throughout my practicum using feedback, student performance, and school-wide instructional practices. After being observed executing my lesson on Roman military history by my host teacher, I received valuable feedback that I implemented in my further practicum lesson plans. I also adjusted my teaching in real time during my lesson when students showed they were not fully grasping the material, reteaching concepts as needed to ensure their comprehension of major concepts. Additionally, I gained professional insight by

learning from other teachers at the school, particularly in the use of debates and Socratic seminars, which aligned with the school's instructional priorities.

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
E. Reflective Practice (1.000, 10.0%)	The candidate thoughtfully considers educational matters and the practice of teaching to make informed decisions	The candidate spends little time reflecting on the practice of teaching to make informed decisions.	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f				
InTASC-2017.9.c NASDTEC-MCEE-2015.2				

Question Comments : *Comment Required

I used data and research-based strategies to promulgate effective student learning throughout my practicum. In my lesson on Reconstruction, I systematically observed students to assess whether they were engaged and understanding the material. I incorporated research-driven instructional methods, such as having students read primary source documents in character and work in small groups to deepen their comprehension. Finally, throughout my practicum observations, I also noted the preferred learning styles of various students (auditory, visual, or otherwise), adjusting my lesson plans on Reconstruction accordingly.

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

Question Comments : *Comment Required

I actively used data and collaboration to refine how I taught my lessons on Reconstruction. I observed my host teacher's method of instruction, using the data obtained from this experience to inform my own approach to the Reconstruction lesson. I worked together with my host teacher to discuss and determine the most effective methods for teaching my designated lesson. Finally, I utilized the experience gained from my previous teaching experiences throughout the practicum to improve my lesson planning and overall delivery.

	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 : *Comment Required

I demonstrated my understanding of the expectations of the teaching profession in all aspects of my classroom interactions and conduct. I engaged professionally with the host teacher in the classroom by offering contributions to classroom discussions only when prompted. I always upheld the school's behavioral and language standards when interacting with students, particularly during small groups activities. Finally, I ensured my dress adhered to the school's policy and always took care to maintain a professional appearance.

	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	The candidate lacks professional discretion when consuming, creating,	No evidence provided.	

CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f	consuming, creating, distributing, and communicating information through all technologies.	distributing, and/or communicating through the use of all technologies.
ISTE.2.3 ISTE.LDR.3 InTASC-2017.10.g		
NASDTEC-MCEE-2015.5		

Question Comments : *Comment Required

I used a variety of technological tools and communication strategies to plan engaging lessons on Reconstruction. To support my planning, I conducted research using technological tools, including audiobooks and an online library for primary source documents. These resources helped me present content that was imaginative and engaging to students with varying learning needs. Moreover, throughout my lessons, I supported visual and auditory learners by writing key points on the whiteboard while also explaining them aloud.

	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 : *Comment Required

During my practicum, I upheld and contributed to the school's vision, culture, and common goals through my professional conduct. In the teachers' lounge, I ensured my conversations aligned with the school's Catholic liberal arts mission, maintaining a respectful and professional demeanor in all interactions with school employees. I

contributed to a supportive academic culture, particularly when executing my lessons on Reconstruction. Throughout those lessons, I identified and emphasized common goals that reflected both a professional mindset and a Catholic worldview, reinforcing the supportive and mission-driven environment of the school.

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

Question Comments : *Comment Required

I maintained professionalism during my practicum observations and did not interfere with the teacher’s effective management of the classroom, engaging with the host teacher about the learners in their classroom as well as their teaching style in order to execute my lessons more effectively. I was professional during classroom observations, refraining from interrupting and offering thoughtful contributions to the learning environment when asked to. I had professional engagements with the host teacher to discuss learner information, using those insights to improve my lesson plans on Reconstruction. Additionally, my discussions with the host teacher about her instructional methods and lesson designs played a key role in shaping my teaching practices during the lessons I taught on Reconstruction.

Evaluation Score Summary

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

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Institution:	Liberty University
Student:	Daniel Byrtus
Date:	Spring 2025 - Term A (01/13/25 - 05/09/25)
Type:	EDLC 588 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	04/10/25 02:06 AM

The current Evaluation grade has been calculated below.

Pre-SCRIP Self Assessment 11-22 - Student Self

General overview

The template below will be used to self-assess your performance on the SOE Pre-SCRIP Dispositions during your placement. Select Level 2, 1, or No Evidence for each element of Pre-SCRIP.

Pre-Scrip Dispositions Assessment Standards

CAEP-Initial-2022.R1.4 R1.4 Professional Responsibility - The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

CAEP-Revised-Advanced-2022.RA1.1f Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

InTASC-2017.10.c The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals

InTASC-2017.10.g The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

InTASC-2017.10.p The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

InTASC-2017.9.c Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

InTASC-2017.9.h The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

InTASC-2017.9.k The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from

teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

InTASC-2017.9.m The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

InTASC-2017.9.o The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

ISTE.2.3 Telecommunications and Information Access. Candidates will use telecommunications and information access resources to support instruction

ISTE.LDR.3 o Professional Preparation in Educational Computing and Technology Literacy. Professional preparation in educational computing and technology literacy prepares candidates to integrate teaching methodologies with knowledge about use of technology to support teaching and learning. Advanced programs must document the prerequisite preparation of the advanced candidates or provide instruction to fulfill the educational computing and technology literacy program standards in initial coursework. Complete the Specialty Content section (3.0) of the Educational Computing and Technology Literacy Matrix.

NASDTEC-MCEE-2015.1 Principle I: Responsibility to the Profession - The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

NASDTEC-MCEE-2015.2 Principle II: Responsibility for Professional Competence - The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence. NASDTEC-MCEE-2015.3 Principle III: Responsibility to Students - The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

NASDTEC-MCEE-2015.5 Principle V: Responsible and Ethical Use of Technology - The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

Section Weight: **100%**

	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 : *Comment Required

Throughout my practicum, I demonstrated an understanding of my frame of reference by reflecting on my perspective, background, and potential biases. While planning my lesson on the Roman military, I considered how my own frame of reference and the effects of hindsight shaped my understanding of this historical concept. I made a deliberate effort to conduct myself in a socially appropriate and respectful manner, recognizing that my perspective on education might differ from those of other teachers and students. Additionally, I reflected on how my background as an Army officer could influence my interpretation of key terms and concepts in Roman military history, ensuring I approached instruction with sensitivity and balance.

	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 : *Comment Required

I contributed to the school’s shared vision and goals by engaging in common prayer and ensuring my lessons reflected its Christ-centered mission. I regularly took part in opening class prayers in Latin to the best of my abilities, helping to uphold the school's Catholic, classical identity. Moreover, during my lesson on the Roman military, my instructional approach was designed to align with the school’s Christo-centric liberal arts values. I also supported student growth by assisting with grading, which allowed me to help track and evaluate progress in line with the school’s educational vision. Shared vision - took part in and led beginning of class prayers Common goals - supported school's mission and vision when I taguht my class. Monitor/eval progress - helped with grading

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

C. Commitment (1.000, 10.0%)	The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines	The candidate makes commitments that he/she is unable to keep.	No evidence provided.
CAEP-Initial-2022.R1.4 Revised-Advanced-2022.RA1.1f			
InTASC-2017.10.p NASDTEC-MCEE-2015.1			

Question Comments : *Comment Required

I contributed to the school's mission and student growth by participating in communal prayer, supporting learners, and holding them accountable for their success. I supported the shaping of the school's mission by taking part in morning assemblies and prayers, which reinforced the school's values. I asked frequent and purposeful questions during my Roman military lesson to check for understanding and advocate for the students in my class. I also promoted accountability by providing constructive feedback on student essays, helping them improve their work and better grasp the lesson objectives.

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

Question Comments : *Comment Required

I implemented a plan for professional growth by actively reflecting on feedback, lesson observations, and student performance. My host teacher provided detailed feedback on a lesson I was scheduled to teach, which I used to revise and improve my instructional approach. After she observed my lesson, she offered additional suggestions that I plan

to implement in future teaching. I also responded to student performance based on in class formative assessments, adjusting my lesson and reteaching concepts when it became clear that students were not fully understanding the material.

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
E. Reflective Practice (1.000, 10.0%)	The candidate thoughtfully considers educational matters and the practice of teaching to make informed decisions	The candidate spends little time reflecting on the practice of teaching to make informed decisions.	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.c NASDTEC-MCEE-2015.2				

Question Comments : ***Comment Required**

Observation, collaboration, and research-based strategies guided my planning and instruction of my lesson on the Roman military. I systematically observed students throughout the lesson, asking formative assessment questions throughout the lesson to ensure they were following along and evaluate their understanding of the material. I also incorporated research-driven instruction by pairing students with one another to answer higher level thinking questions, promoting engagement and deeper learning. Additionally, through both observation and conversations with my host teacher, I gained valuable insights about the students that were essential in structuring my lesson and organizing the overall block of instruction.

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

Question Comments : *Comment Required

I utilized a variety of data to enhance how I planned for and taught my lesson on the Roman military. I observed my host teacher's instruction and used that data to inform how I approached the lesson. Additionally, I collaborated with other teachers to discuss and refine my lesson plan. Reflecting on my own teaching experiences from other practicums also helped me adapt and improve my approach to teaching the Roman military.

	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	The candidate does not follow the rules or the law.	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f	and acts in an ethical and moral manner.	OR The candidate acts in a way which causes others to question his/her ethics or morals.		
InTASC-2017.9.o NASDTEC-MCEE-2015.2	AND The candidate values honesty inside and outside of the classroom and school.			

Question Comments : *Comment Required

I consistently demonstrated that I understood the expectation of professionalism in the teaching profession throughout all my interactions with students and staff. I maintained my professional bearing, while also being calm and supportive when asked by the host teacher to escort a student to the front office due them having a sudden illness with high likelihood of losing consciousness. I also adhered to the school's code of ethics when communicating with all teachers and staff, ensuring to engage in respectful conversations as well as behaviors. Finally, I maintained a professional relationship with students by having them address me as "Mr. Byrtus".

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
H. Integrity (1.000, 10.0%)	The candidate demonstrates a positive commitment	The candidate lacks professional discretion when	No evidence provided.	

CAEP-Initial-2022.R1.4 CAEP- Revised-Advanced- 2022.RA1.1f	to consuming, creating, distributing, and communicating information through all technologies.	consuming, creating, distributing, and/or communicating through the use of all technologies.
ISTE.2.3 ISTE.LDR.3 InTASC- 2017.10.g		
NASDTEC-MCEE-2015.5		

Question Comments : *Comment Required

I utilized a variety of technological resources and tools while planning as well as executing my lesson on the Roman military to enhance student engagement. I used the various military history databases on the internet to research content for my Roman military lesson, ensuring the material was appropriate and accessible for learners. To maintain learner engagement and appeal to visual learners, I incorporated a PowerPoint presentation during the lesson as well. Moreover, I provided printed handouts using primary source materials found online to further support visual learning and help students connect more directly with the historical content.

	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 : *Comment Required

Through my professionalism, I consistently upheld the school's shared vision, supported a positive classroom culture, and identified common goals in my teaching practices. I demonstrated professionalism during weekly Wednesday Mass by participating fully

and respectfully, aligning my conduct with the school's Catholic values. In my lesson on the Roman military, I fostered a supportive classroom environment by professionally encouraging students with minority opinions to share their perspectives. I also presented this lesson through a professional but distinctly Catholic, American worldview, striving to remain as unbiased and thoughtful as possible.

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

Question Comments : **Comment Required*

I demonstrated professionalism during observations and collaborated effectively with the host teacher to ascertain information about learners as well as the host teacher’s instructional strategies, enhancing my lesson plan on the Roman military. I demonstrated professionalism during my classroom observations by not interrupting the class and, when prompted, contributing valuable insights to enhance the learning environment. I maintained a professional demeanor when discussing students with the host teacher and used these conversations to inform my own lessons. Finally, my interactions with the host teacher regarding their lesson planning and instructional styles were professional, helping to improve my instructional approach for my lesson on the Roman military.

Evaluation Score Summary

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

Institution:	Liberty University
Student:	Daniel Byrtus
Supervisor:	Condee Wood
Site:	Capital High School
Date:	Fall 2025 - Term A (08/18/25 - 12/12/25)
Type:	EDST 560 (OSS (Onsite Supervisor - Site Supervisor))
Final Completed:	10/03/25 03:19 PM

CPAST MID-TERM 11-22 - Mentor

General overview

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

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

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

At the Mid-term 3-way conference

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

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

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

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

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

How to apply scoring

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

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

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

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

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

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

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

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

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

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

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

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

6/11/24, 2:37 PM CPAST MID-TERM 11-22

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

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

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

Formative Assessment: "Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to 1 improve learner achievement."

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

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

Goals: See definition for "Measurable Goals."

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

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

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

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

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

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

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

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

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

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

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

Targets: See definition for 'Objectives/Targets.'

Technologies: See definition for 'Digital Tools.'

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

Section Weight: 0%

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
A. Focus for Learning:	Plans align to appropriate P-12 state learning standards	Plans align to appropriate P-12 state learning standards	Plans align to appropriate P 12 state learning standards	Plans do not align to the appropriate P-12 state learning standards	
Standards and Objectives /Targets	AND	AND	AND/OR	AND/OR	
(1.000, 4.8%)	Goals are measurable	Goals are measurable	Some goals are measurable	Goals are absent or not measurable	
	AND	AND	AND/OR		
CAEP-Initial	Standards, objectives/targets, and learning tasks are consistently aligned with each other	Standards, objectives/targets, and learning tasks are consistently aligned with each other	Standards, objectives/targets, and learning tasks, are loosely or are not consistently aligned with each other	AND/OR	
2022.R1.3				Standards, objectives/targets, and learning tasks are not aligned with each other	
InTASC 2017.7.a	AND	AND	AND/OR		
	Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental	Articulates objectives/targets that are appropriate for	Articulates some objectives/targets that are	AND/OR	

progressions relative to age and content-area	learners	appropriate for learners	Does not articulate objectives/targets that are appropriate for learners
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	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 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%) CAEP-Initial 2022.R1.3 InTASC 2017.6.b	Plans a variety of assessments that 1. Provide opportunities for 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	Plans a variety of assessments that 1. Provide opportunities for 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	Planned assessments 1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards	Planned assessments 1. Are not included 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)	Meets (2.000 pts)

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

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

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
F. Critical Thinking	Engages learners in critical thinking in local and/or global contexts that	Engages learners in critical thinking that	Introduces AND/OR models critical thinking that	Does not introduce AND/OR model critical thinking that	
(1.000, 4.8%)	1. Fosters problem solving	1. Fosters problem solving	1. Fosters problem solving	1. Fosters problem solving	
CAEP-Initial 2022.R1.2 InTASC 2017.5.d	2. Encourages conceptual connections	2. Encourages conceptual connections	2. Encourages conceptual connections	2. Encourages conceptual connections	
	3. Challenges assumptions				

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment	Checks for understanding (whole class/group) during lessons using formative assessment	Inconsistently checks for understanding during lessons using formative assessment	Does not check for understanding during lessons using formative assessment	
	AND	AND	AND	OR	

(1.000, 4.8%)		Differentiates through planned and responsive adjustments (whole class/group and individual learners)	Differentiates through adjustments to Instruction (whole class/group)	Adjusts instruction accordingly, but adjustments may cause additional confusion	Does not make any adjustments based on learners' responses
CAEP-Initial					
2022.R1.3 InTASC 2017.8.b					
					Does Not Meet (0.000 pts)
	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	
H. Digital Tools and Resources (1.000, 4.8%)	Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that	Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson	One of the following:	
CAEP-Initial	1. Are relevant to learning objectives/ targets of the lesson	1. Are relevant to learning objectives/ targets of the lesson	AND	A. Does not use technologies (digital tools and resources) to engage learners AND Technology is available in the setting	
2022.R1.3 InTASC 2017.5.I	2. Engage learners in the demonstration of knowledge or skills	2. Engage learners in the demonstration of knowledge or skills	Technology is not available	OR	
	3. Extend learners' understanding of concepts			B. Use of technologies is not relevant to the learning objectives/ targets of the lesson	
				OR	
				C. Does not discuss technologies AND Technology is not available in the setting	
					Meets (2.000 pts)
	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	
I. Safe and Respectful Learning Environment (1.000, 4.8%)	Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions	Manages a safe and respectful learning environment through the use of routines and transitions	Attempts to manage a safe learning environment through the use of routines and transitions	Does not manage a safe learning environment	
CAEP-Initial	AND	AND	AND/OR	OR	
2022.R1.1 InTASC 2017.3.d	Establishes and promotes constructive relationships to equitably engage learners	Establishes and promotes constructive relationships to equitably engage learners	Attempts to establish constructive relationships to engage learners	Does not establish constructive relationships to engage learners	
	AND	AND	AND/OR	OR	
	Uses research-based strategies to maintain learners' attention (individual and whole group)	Uses research-based strategies to maintain learners' attention (individual and whole group)	Attempts to use constructive strategies to maintain learners' attention (individual and whole group)	Does not use constructive strategies to maintain learners' attention (individual and whole group)	
					Exceeds (3.000 pts)
	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 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
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	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
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 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	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible 3. Is descriptive 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	

	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 2017.7.d	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. Varied	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are 1. Developmentally appropriate 2. Formative OR summative	Assessment techniques are 1. Developmentally inappropriate OR Not used	

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
M. Connections to Research and Theory (1.000, 4.8%) CAEP-Initial 2022.R1.4 2017.9.c	Discusses, provides evidence of, and justifies connections to educational research and/or theory AND Uses research and/or theory to explain their P-12 learners’ progress	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	

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

	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	Meets deadlines and obligations established by the cooperating teacher and/or supervisor	Meets deadlines and obligations established by the cooperating teacher and/or supervisor	Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor	Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor	
(1.000, 4.8%)	AND	AND		AND/OR	
CAEP-Initial	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	AND	Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	
2022.R1.4 InTASC 2017.9.o	AND	AND	Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	AND/OR	
	Provides clear and complete directions and lessons for substitutes/cooperating teacher without reminders	Provides clear and complete directions and lessons for substitutes/cooperating teacher	AND	Does not provide directions and lessons for substitutes/cooperating teacher	
			Provides incomplete directions and lessons for substitutes/cooperating teacher		
	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
R. Preparation	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)	Not consistently prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)	Not prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)	
(1.000, 4.8%)					
CAEP-Initial	AND	AND	AND/OR	AND/OR	
2022.R1.4 InTASC 2017.3.d	Materials are easily accessible AND organized	Materials are easily accessible AND organized	Materials are easily accessible OR organized	Materials are not organized NOR easily accessible	
	AND				
	Prepared for the unexpected and flexible				
	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 instruction to meet diverse needs of learners	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.)
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	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
U. Responds Positively to Feedback and Constructive Criticism (1.000, 4.8%)	Is receptive to feedback, constructive criticism, supervision, and responds professionally	Is receptive to feedback, constructive criticism, supervision, and responds professionally	Is receptive to feedback, constructive criticism, and supervision	Is not receptive to feedback, constructive criticism, and supervision	
CAEP-Initial	AND	AND	AND/OR	AND/OR	
2022.R1.4 InTASC 2017.9.n	Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	Incorporates feedback inconsistently	Does not incorporate feedback	
	AND				
	Proactively seeks opportunities for feedback from other professionals				

Section Weight: 0%

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

Suburban

School Setting (1.000, 100.0%)

Section Weight: 0%

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

In Person Only

Virtual Only
(3.000 pts)

Hybrid
(2.000 pts)

In Person Only
(1.000 pt)

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

Section Weight: 0%

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

Advanced

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
A. Social Responsibility (1.000, 10.0%) 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 AND demonstrates empathy and sensitivity to human needs.	The candidate demonstrates a sense of fairness, justice, and equity for all students.	The candidate states that all students can learn BUT the candidate's actions do not confirm the belief.	No evidence provided.

Proficient

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

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

(1.000, 10.0%)

CAEP-Initial

2022.R1.4 CAEP
Revised

Advanced

2022.RA1.1f

InTASC-2017.10.p
NASDTEC-MCEE
2015.1

The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines.

AND

The candidate demonstrates a persevering commitment to the mission and vision of the school and each student's learning success.

The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines.

The candidate makes commitments that he/she is unable to keep.

No evidence provided.

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

(1.000, 10.0%)

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.

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

(1.000, 10.0%)

CAEP-Initial2022.R1.4

CAEPRevisedAdvanced2022.RA1.1f

The candidate thoughtfully considers educational matters, the practice of teaching, and utilizes data to make informed decisions regarding educational matters and the practice of teaching to implement change.

The candidate thoughtfully considers educational matters and the practice of teaching to make informed decisions.

The candidate spends little time reflecting on the practice of teaching to make informed decisions.

No evidence 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)
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F. Reflective Practice (1.000, 10.0%)	The candidate makes choices after pondering ideas, experiences, research, and engages in collaboration with colleagues when appropriate.	The candidate makes choices after pondering ideas and experiences.	The candidate acts quickly before thinking about the results.	No evidence provided.
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CAEP-Initial
2022.R1.4 CAEP
Revised
Advanced
2022.RA1.1f
InTASC-2017.9.c
NASDTEC-MCEE
2015.2

Advanced

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

Proficient

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

Proficient

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
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 exemplary behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur. AND The candidate effectively manages personal emotions and feelings and reacts reasonably to situations. AND The candidate acts confidently and maturely taking responsibility in leadership. AND The candidate maintains enthusiasm and passion for the teaching profession and views learning as a life-long activity.	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.

Advanced

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
J. Professionalism (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced 2022.RA1.1f InTASC-2017.9.c NASDTEC-MCEE 2015.2	The candidate effectively uses the English language in speech and writing. AND The candidate consistently supports writings with research and professional perspectives.	The candidate effectively uses the English language in speech and writing.	The candidate has many errors in written communication.	No evidence provided.

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

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

A				
A (4.000 pts)	B (3.000 pts)	C (2.000 pts)	D (1.000 pt)	F (0.000 pt)
Please provide a suggested letter grade to signify the candidate's overall performance and effort in student teaching. (1.000, 100.0%)				
Section Weight: 0%				

What went well? Areas of strength?

Question Comments :

Mr. Byrtus is extremely committed to becoming a strong teacher and utilizes all resources at his disposal to learn and grow. He is professional in all responsibilities and gets along well with all stakeholders. He is particularly strong in developing respectful relationships with students. He knows how to relate to them and help them grow from where they are. Because of these strong relationships, he already has great classroom management. Students follow his direction and do what is asked of them. He already has strong transitions and doesn't waste time moving from activity to activity. He has a clear sense of purpose and knows what he is trying to accomplish and where he wants to take student learning. He develops very thorough lesson plans and incorporates data and research on best teaching methods.

Possible opportunities for growth

Question Comments :

Mr. Byrtus already implements some formative assessment, but he can streamline the collection of formative assessment from all students. In the observed lesson, he could have collected answers to his prompts via an exit ticket either in paper or electronic form. He would then have data from which to start the next day's lesson. He also knew what he wanted students to do but his instructions were rushed and thus, instructions had to be clarified after initial confusion. He can take the time to ask students to reflect back to him or to each other what they are supposed to do. When asking questions, he can improve wait time. Another suggestion is to pull more information out of students when they are asked to share. For example, he used randomizers to call on students (a great engagement tool) but when a student didn't feel confident providing an answer, Mr. Byrtus immediately suggested he could phone a friend. Instead, he could have led him back to a specific part of the text or asked him to explain his thinking. A final area of improvement is differentiation. He is doing a good job checking in with individual students, but in order to engage all students in note-taking, he could have provided guided notes. There was another student who finished early and needed an additional challenge. Mr. Byrtus told him to re-read his section. Instead, he could have had him write a synthesis, write an argumentative stance from the perspective in the text, read an additional section, etc. Thinking through scaffolding and extension activities in advance will help Mr. Byrtus meet the needs of all learners.

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 Goal (must have a minimum of one goal) with form	Action Plan: Next Steps to help Candidate achieve goal

Details

	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 :

Mr. Byrtus is doing a phenomenal job so far, and we are lucky to have him at Capital. He responds very well to feedback, and I look forward to seeing his instructional skill grow.

Evaluation Score Summary

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

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Institution:	Liberty University
Student:	Daniel Byrtus
Date:	Fall 2025 - Term A (08/18/25 - 12/12/25)
Type:	EDST 560 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	10/16/25 11:32 AM

The current Evaluation grade has been calculated below.

CPAST MID-TERM 11-22 - Student Self

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 Emerging (1.000 pt) pts)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
A. Focus for Learning:	Plans align to appropriate P-12 state learning standards	Plans align to appropriate P-12 state learning standards	Plans align to appropriate P 12 state learning standards	Plans do not align to the appropriate P-12 state learning standards
Standards and Objectives/Targets	AND	AND	AND/OR	AND/OR
	Goals are measurable	Goals are measurable	Some goals are measurable	AND/OR
	AND	AND	AND/OR	Goals are absent or not measurable
(1.000, 4.8%)	Standards, objectives/targets, and learning tasks are consistently aligned with each other	Standards, objectives/targets, and learning tasks are consistently aligned with each other	Standards, objectives/targets, and learning tasks, are loosely or are not consistently aligned with each other	AND/OR
CAEP-Initial	AND	AND	AND/OR	Standards, objectives/targets, and learning tasks are not aligned with each other
2022.R1.3	AND	AND	AND/OR	
InTASC 2017.7.a	Articulates objectives/targets that are appropriate for learners and attend to appropriate	Articulates objectives/targets that are	Articulates some objectives/targets that are appropriate for learners	

developmental progressions relative to age appropriate for learners and content-area

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)	Exceeds (3.000 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%) CAEP-Initial 2022.R1.3 InTASC 2017.6.b	Plans a variety of assessments that 1. Provide opportunities for 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	Plans a variety of assessments that 1. Provide opportunities for 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	Planned assessments 1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards	Planned assessments 1. Are not included 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)	Exceeds (3.000 pts)
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 Organizes instruction to ensure content is comprehensible,	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 and relevant for learners	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 ensure content is	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	

relevant, and challenging for learners

comprehensible for learners

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

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
F. Critical Thinking	Engages learners in critical thinking in local and/or global contexts that	Engages learners in critical thinking that	Introduces AND/OR models critical thinking that	Does not introduce AND/OR model critical thinking that	
(1.000, 4.8%)					
CAEP-Initial 2022.R1.2 InTASC 2017.5.d	1. Fosters problem solving	1. Fosters problem solving	1. Fosters problem solving	1. Fosters problem solving	
	2. Encourages conceptual connections	2. Encourages conceptual connections	2. Encourages conceptual connections	2. Encourages conceptual connections	
	3. Challenges assumptions				

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment	Checks for understanding (whole class/group) during lessons using formative assessment	Inconsistently checks for understanding during lessons using formative assessment	Does not check for understanding during lessons using formative assessment	
(1.000, 4.8%)	AND	AND	AND	OR	
CAEP-Initial 2022.R1.3 InTASC 2017.8.b	Differentiates through planned and responsive adjustments (whole class/group and individual learners)	Differentiates through adjustments to Instruction (whole class/group)	Adjusts instruction accordingly, but adjustments may cause additional confusion	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)	Exceeds (3.000 pts)
H. Digital Tools and Resources	Discusses AND uses a variety of developmentally	Discusses AND uses developmentally	Discusses developmentally appropriate technologies (digital tools and resources)	One of the following:	
(1.000, 4.8%)					

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

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

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

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
K. Feedback to Learners	Provides feedback that	Provides feedback that	Provides minimal feedback that	Does not provide feedback	
(1.000, 4.8%)	1. Enables learners to recognize strengths AND areas for improvement	1. Enables learners to recognize strengths OR areas		OR	

CAEP-Initial	2. Is comprehensible	for improvement	1. Enables learners to recognize strengths OR areas for improvement	Feedback does not enable learners to recognize strengths OR areas for improvement
2022.R1.3 InTASC 2017.6.d	3. Is descriptive	2. Is comprehensible	OR	OR
	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	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)	Exceeds (3.000 pts)
L. Assessment Techniques	Evaluates and supports learning through assessment techniques that are	Evaluates and supports learning through assessment techniques that are	Assessment techniques are	Assessment techniques are	
(1.000, 4.8%)					
CAEP-Initial	1. Developmentally appropriate	1. Developmentally appropriate	1. Developmentally appropriate	1. Developmentally inappropriate	
2022.R1.3 InTASC 2017.7.d	2. Formative AND summative	2. Formative AND summative	2. Formative OR summative	OR	
	3. Diagnostic			Not used	
	4. Varied				
	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
M. Connections to Research and Theory	Discusses, provides evidence of, and justifies connections to educational research and/or theory	Discusses and provides evidence of connections to educational research and/or theory	Mentions connections to educational research and/or theory	No connections OR inaccurate connections to educational research and/or theory	
(1.000, 4.8%)					
CAEP-Initial	AND				
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)	Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization)	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)	Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)	
(1.000, 4.8%)					
CAEP-Initial	AND	AND			
2022.R1.4 InTASC 2017.9.b	Provides evidence of an increased understanding of the teaching profession as a result of the PD	Provides evidence of an increased understanding of the teaching profession as a result of the PD			
	AND				
	Reflects on own professional practice with evidence of application of the knowledge				

acquired from PD during student teaching

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

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

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
Q. Meets Deadlines and Obligations	Meets deadlines and obligations established by the cooperating teacher and/or supervisor	Meets deadlines and obligations established by the cooperating teacher and/or supervisor	Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor	Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor	
(1.000, 4.8%)	AND	AND		AND/OR	
CAEP-Initial					

2022.R1.4 InTASC 2017.9.o	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	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	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	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
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	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
R. Preparation (1.000, 4.8%)	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)	Not consistently prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)	Not prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)	
CAEP-Initial	AND	AND		AND/OR	
2022.R1.4 InTASC 2017.3.d	Materials are easily accessible AND organized	Materials are easily accessible AND organized	AND/OR Materials are easily accessible OR organized	Materials are not organized NOR easily accessible	
	AND				
	Prepared for the unexpected and flexible				

	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%)	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	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	AND	AND			
	Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners	Attempts to work with and learn from colleagues in planning and implementing instruction			

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
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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	Recognizes and articulates specific areas in need of advocacy, including the	Recognizes areas in need of advocacy, but cannot articulate the	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)	1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)	1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)	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	OR 2. Needs of the teaching profession (e.g. technology integration, research based practices)	OR 2. Needs of the teaching profession (e.g. technology integration, research based practices)	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 Constructive Criticism (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.9.n	Is receptive to feedback, constructive criticism, supervision, and responds professionally	Is receptive to feedback, constructive criticism, supervision, and responds professionally	Is receptive to feedback, constructive criticism, and supervision	Is not receptive to feedback, constructive criticism, and supervision	
	AND	AND	AND/OR	AND/OR	
	Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	Incorporates feedback inconsistently	Does not incorporate feedback	
	AND				
	Proactively seeks opportunities for feedback from other professionals				

Section Weight: 0%

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

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

Section Weight: 0%

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

	Virtual Only (3.000 pts)	Hybrid (2.000 pts)	In Person Only (1.000 pt)	In Person Only

SCRIP Dispositions Assessment Rubric (Used for University purposes, not an official element of CCAST 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)	Advanced
A. Social Responsibility	The candidate demonstrates a sense of fairness, justice, and equity for all students	The candidate demonstrates a sense of fairness, justice, and equity for all students.	The candidate states that all students can learn BUT the candidate's actions do not confirm the belief.	No evidence provided.	
(1.000, 10.0%)					
CAEP-Initial	AND				
2022.R1.4 CAEP Revised	demonstrates empathy and sensitivity to human needs.				
Advanced					
2022.RA1.1f					
InTASC-2017.9.m					
NASDTEC-MCEE 2015.3					

	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	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.	
(1.000, 10.0%)					
CAEP-Initial					
2022.R1.4 CAEP Revised					
Advanced					
2022.RA1.1f					
InTASC-2017.10.c					
NASDTEC-MCEE 2015.3					

	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	Advanced
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C. Commitment (1.000, 10.0%)	The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines.	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.
CAEP-Initial	AND			
2022.R1.4 CAEP Revised	The candidate demonstrates a persevering commitment to the mission and vision of the school and each student's learning success.			
Advanced				
2022.RA1.1f				
InTASC-2017.10.p NASDTEC-MCEE 2015.1				

	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
D. Commitment (1.000, 10.0%)	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.	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.	The candidate's lack of planning, preparation, or organization hinders successful instruction or leadership.	No evidence provided.	
CAEP-Initial					
2022.R1.4 CAEP	AND	AND	OR		
Revised Advanced					
2022.RA1.1f	The candidate consistently completes assigned tasks ahead of time.	The candidate completes assigned tasks on time.	The candidate completes assigned tasks after the deadline.		
InTASC-2017.9.k NASDTEC-MCEE 2015.1					

	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
E. Reflective Practice (1.000, 10.0%)	The candidate thoughtfully considers educational matters, the practice of teaching, and utilizes data to make informed decisions regarding educational matters and the practice of teaching to implement change.	The candidate thoughtfully considers educational matters and the practice of teaching to make informed decisions.	The candidate spends little time reflecting on the practice of teaching to make informed decisions.	No evidence provided.	
CAEP-Initial2022.R1.4 CAEPRevisedAdvanced2022.RA1.1f					
InTASC-2017.9.h NASDTEC-MCEE2015.2					

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

	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	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	The candidate demonstrates exemplary behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur.	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.	
(1.000, 10.0%)					
CAEP-Initial					
2022.R1.4	AND	AND			
CAEP	The candidate effectively manages personal emotions and feelings and reacts reasonably to situations.	The candidate manages personal emotions and feelings and reacts reasonably to situations.			
Revised Advanced					
2022.RA1.1f	AND	AND			
InTASC-2017.10.c					
NASDTEC-MCEE	The candidate acts confidently and maturely taking responsibility in leadership.	The candidate acts confidently and maturely.			
2015.2					
	AND				
	The candidate maintains enthusiasm and passion for the teaching profession and views learning as a life-long activity.				

	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
J. Professionalism	The candidate effectively uses the English language in speech and writing.	The candidate effectively uses the English language in speech and writing.	The candidate has many errors in written communication.	No evidence provided.	
(1.000, 10.0%)					
CAEP-Initial	AND				
2022.R1.4	The candidate consistently supports writings with research and professional perspectives.				
CAEP Revised Advanced					
2022.RA1.1f					
InTASC-2017.9.c					
NASDTEC-MCEE 2015.2					

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

Section Weight: 0%

What went well? Areas of strength?

Question Comments :

My three main areas of strength are relationality and self-reflection. I strive to meet the students where they are at academically and social-emotionally, walking with them towards meeting their diverse learning needs. I do this through providing individualized instruction towards struggling students as well as those with challenges - academic or otherwise. Additionally, I design lesson plans to include small groups, table partner discussions, and other opportunities for students to exercise respectful discourse, with the goal of building peer mentorship and classroom cohesion. I am also self-reflective - never missing an opportunity to hone my craft further as a teacher. At times I implement changes that seem apparent to me as a method of improving my teaching methodology and other times I implement changes based on the suggestions of my Cooperating Teacher or On Site Supervisor.

Possible opportunities for growth

Question Comments :

My key area for growth is to improve my understanding of the content and ensure students are receiving the fullest, most accurate learning experience I can provide them. As I continue to develop further as a teacher, a key focus will be to read new material for my content area of social studies with the intent of developing lesson plans that display key historical concepts to students in the most effective manner possible. While I currently have a sufficient understanding of the content for the specific subject I am teaching, I want to better myself and my comprehension of the content to provide students with the best learning experience possible.

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 Goal (must have a minimum of one goal) with form Details

Action Plan: Next Steps to help Candidate achieve goal

Candidate will

Supervisor will

Cooperating Teacher will

L. Assessment: I will focus on providing specific (not general) Feedback to Learners 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	<i>Finalized</i>
			0.00	

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G. Checking for Understanding and Adjusting Instruction: Checks for understanding; Differentiates for whole class/group and individual learners (1.000, 4.5%)	Final Required			Emergent Growth (1.000 pt)		Confusion existed after instructions; could have asked students to explain what they were doing; needs to increase wait time; draw out understanding from students (look at specific text; what is your logic/reasoning? Tell me more...")
H. Digital Tools and Resources: Developmentally appropriate technologies that extend learners' understanding (1.000, 4.5%)	Final Required				Does Not Meet (0.000 pts)	Not observed; Could have used Google forms for group exit tickets OR collected group feedback via Google slides.
I. Safe and Respectful Learning Environment: Create and manage safe and respectful learning environment through routines/transitions; Research-based strategies to maintain attention (1.000, 4.5%)	Final Required		Meets (2.000 pts)			Strong relationships with students are evident; routines have been developed.
ASSESSMENT: J. Data-Guided Instruction: Uses data to make decisions; uses contemporary tools for learner data (1.000, 4.5%)	Final Required			Emergent Growth (1.000 pt)		Used previous assignments to determine level of instruction needed.
K. Feedback for Learners: Feedback enables learners to identify strengths and areas of improvement; Descriptive and individualized; Timely (1.000, 4.5%)	Final Required		Meets (2.000 pts)			Worked with students individually to move learning forward during class. Missed an opportunity to extend learning for a student who finished early and asked for something more to do (could have had him write a summary sentence to synthesize learning or highlight key parts of notes, or asked additional critical thinking questions or read the next section, etc. etc.) Nothing else was observed.
L. Assessment Techniques: Formative and summative; Diagnostic and developmentally appropriate Analysis of Teaching Displays appropriate subject matter competency (1.000, 4.5%)	Final Required		Meets (2.000 pts)			I saw formative assessment strategies. Using randomizers to call on students was an excellent formative assessment. Daniel could have extended the learning for the student he called upon before allowing him to call a friend.
M. Connections to Research and Theory: Provides evidence of research/theory to explain learners' progress (1.000, 4.5%)	Final Required		Meets (2.000 pts)			
PROFESSIONAL COMMITMENT AND BEHAVIORS: N. Participates in Professional Development: At least one professional development opportunity (workshop, seminar, conference, etc.); Application of what was learned (1.000, 4.5%)	Final Required		Meets (2.000 pts)			Has attended all department, staff and school meetings thus far.
O. Demonstrates Effective Communication with Parents or Legal Guardians: Aligns with district policies for communicating learner progress to parents/legal guardians (1.000, 4.5%)	Final Required				Does Not Meet (0.000 pts)	Not yet observed
P. Demonstrates Punctuality: On time or early; attends IEP meetings, teacher committees, etc. (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)				Arrives over one hour early every day and works until his work is done.

Q. Meets Deadlines and Obligations: As established by the Cooperating Teacher/Supervisor; Communicates with all stakeholders (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)				
R. Preparation: Prepared to teach on a daily basis with all materials easily accessible; Flexible (1.000, 4.5%)	Final Required		Meets (2.000 pts)			All areas of the exceeds category comes with experience. He is exactly where he needs to be.
- Rapport: Effectively maintains relationships with diverse students; Demonstrates cultural awareness and sensitivity (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)				
PROFESSIONAL RELATIONSHIPS: S. Collaboration: Collaboration with cooperating teacher and other school personnel (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)				Daniel is very collaborative and seeks and implements feedback.
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession: Articulates advocacy needs (needs of learners and teaching profession); Takes action within district protocols (1.000, 4.5%)	Final Required		Meets (2.000 pts)			Would advocate but hasn't yet had the chance.

Section Weight: 0%

Comments/Lesson Summary

Comments/Lesson Summary

See
Comment
Box

Question Comments : *Comment Required

Daniel is where I would expect a student teacher to be at this point in the journey. I am particularly impressed with his ability to develop relationships with students and to ask for and take feedback into consideration. He is thoughtful, hard-working, and professional, and he will continue to grow in his instructional skill with practice and guidance from his mentor teacher. I included suggestions for improvement in individual categories above.

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation (Out of 66)	40.00	100.00%	40.00	Finalized
			40.00	

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Institution:	Liberty University
Student:	Daniel Byrtus
Date:	Fall 2025 - Term A (08/18/25 - 12/12/25)
Type:	EDST 560 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	11/21/25 01:47 PM

The current Evaluation grade has been calculated below.

CPAST FINAL 11-22 - Student Self

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.”

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

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

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

Formative Assessment: “Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to 1 improve learner achievement.”

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

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

Goals: See definition for “Measurable Goals.”

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

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

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

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

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

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

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

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

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

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

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

Targets: See definition for 'Objectives/Targets.'

Technologies: See definition for 'Digital Tools.'

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

Section Weight: 0%

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
A. Focus for Learning: Standards and Objectives /Targets (1.000, 4.8%) 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 and attend to appropriate developmental progressions relative to age and content-area	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

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
B. Materials and Resources (1.000, 4.8%) 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%) CAEP- Initial 2022.R1.3 InTASC 2017.6.b	Plans a variety of assessments that 1. Provide opportunities for 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	Plans a variety of assessments that 1. Provide opportunities for 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	Planned assessments 1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards	Planned assessments 1. Are not included 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)	Exceeds (3.000 pts)

D. Differentiated Methods

(1.000, 4.8%)

CAEP-

Initial2022.R1.1

InTASC2017.2.c

Lessons make meaningful and culturally relevant connections to	Lessons make clear and coherent connections to	Lessons make an attempt to build on, but are not completely successful at connecting to	Lessons do not build on or connect to learners' prior knowledge
1.Learners' prior knowledge	1. Learners' prior knowledge	1. Learners' prior knowledge,	AND/OR
2. Previous lessons	2. Previous lessons	2. Previous lessons,	Explanations given are illogical or inaccurate as to how the content connects to previous and future learning
3. Future learning	3. Future learning	OR	AND/OR
4. Other disciplines and real-world experiences	AND	future learning	AND/OR
AND	Differentiation of instruction supports learner development	AND	Differentiation of instruction is absent
Differentiation of instruction supports learner development	AND	Differentiation of instruction is minimal	
AND	Organizes instruction to ensure content is comprehensible and relevant for learners	AND	
Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners		Organizes instruction to ensure content is comprehensible for learners	

Exceeds Expectations (3.000 pts)

Meets Expectations (2.000 pts)

Emerging (1.000 pt)

Does Not Meet Expectations (0.000 pt)

Meets (2.000 pts)

E. Learning Target and Directions (1.000, 4.8%) CAEP-Initial 2022.R1.3 InTASC 2017.7.c	Articulates accurate and coherent learning targets	Articulates an accurate learning target	Articulates an inaccurate learning target	Does not articulate the learning target
	AND	AND	AND/OR	OR
	Articulates accurate directions/explanations throughout the lesson	Articulates accurate directions/ explanations	Articulates inaccurate directions/explanations	Does not articulate directions/ explanations
	AND Sequences learning experiences appropriately	AND Sequences learning experiences appropriately		

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
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)	Exceeds (3.000 pts)
G. Checking for Understanding and Adjusting Instruction through Formative Assessment (1.000, 4.8%)	Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment AND	Checks for understanding (whole class/group) during lessons using formative assessment AND	Inconsistently checks for understanding during lessons using formative assessment AND	Does not check for understanding during lessons using formative assessment OR	

CAEP-Initial 2022.R1.3 InTASC 2017.8.b	Differentiates through planned and responsive adjustments (whole class/group and individual learners)	Differentiates through adjustments to Instruction (whole class/group)	Adjusts instruction accordingly, but adjustments may cause additional confusion responses	Does not make any adjustments based on learners'
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	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
H. Digital Tools and Resources (1.000, 4.8%) CAEP-Initial2022.R1.3 InTASC2017.5.I	Discusses AND uses a variety of 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 3. Extend learners' understanding of concepts	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	
	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)

I. Safe and Respectful Learning Environment (1.000, 4.8%)	Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions	Manages a safe and respectful learning environment through the use of routines and transitions	Attempts to manage a safe learning environment through the use of routines and transitions	Does not manage a safe learning environment
CAEP-Initial	AND	AND	AND/OR	OR
2022.R1.1 InTASC 2017.3.d	Establishes and promotes constructive relationships to equitably engage learners	Establishes and promotes constructive relationships to equitably engage learners	Attempts to establish constructive relationships to engage learners	Does not establish constructive relationships to engage learners
	AND	AND	AND/OR	OR
	Uses research-based strategies to maintain learners' attention (individual and whole group)	Uses research-based strategies to maintain learners' attention (individual and whole group)	Attempts to use constructive strategies to maintain learners' attention (individual and whole group)	Does not use constructive strategies to maintain learners' attention (individual and whole group)

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

Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
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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 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	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible 3. Is descriptive 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
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	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
L. Assessment Techniques (1.000, 4.8%) CAEP-Initial 2022.R1.3 InTASC 2017.7.d	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. Varied	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are 1. Developmentally appropriate 2. Formative OR summative	Assessment techniques are 1. Developmentally inappropriate OR Not used	

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets (2.000 pts)
M. Connections to Research and Theory (1.000, 4.8%) CAEP-Initial	Discusses, provides evidence of, and justifies connections to educational research and/or theory 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 Uses research and/or
 InTASC 2017.9.c 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	Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization)	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)	Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)	
2022.R1.4 InTASC 2017.9.b	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	AND Provides evidence of an increased understanding of the teaching profession as a result of the PD			

	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)
O. Demonstrates Effective Communication with Parents or Legal Guardians (1.000, 4.8%)	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent teacher	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent teacher	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent teacher conferences,	Does not provide evidence of communication with parents or legal guardians	

CAEP-Initial	conferences, communication via email or online)	conferences, communication via email or online)	communication via email
2022.R1.4 InTASC 2017.10.d	AND	AND	
	Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress	Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress	
	AND		
	Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)		

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

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
Q. Meets Deadlines and Obligations	Meets deadlines and obligations established by the cooperating teacher and/or supervisor	Meets deadlines and obligations established by the cooperating teacher and/or supervisor	Most of the time meets deadlines and obligations established by the cooperating	Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor	

(1.000, 4.8%)	AND	AND	teacher and/or supervisor	AND/OR
CAEP-Initial	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	AND	Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence
2022.R1.4			Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	
InTASC	AND	AND		AND/OR
2017.9.o	Provides clear and complete directions and lessons for substitutes/cooperating teacher without reminders	Provides clear and complete directions and lessons for substitutes/cooperating teacher		Does not provide directions and lessons for substitutes/cooperating teacher
			AND	
			Provides incomplete directions and lessons for substitutes/cooperating teacher	

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

	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 instruction to meet diverse needs of learners	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.)	

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

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

Section Weight: 0%

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

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

Section Weight: 0%

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

	In Person Only		
	Virtual Only (3.000 pts)	Hybrid (2.000 pts)	In Person Only (1.000 pt)

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

Section Weight: 0%

SCRIP Dispositions Assessment Rubric (Used for University purposes, not an official element of 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)	Advanced
A. Social Responsibility (1.000, 10.0%)	The candidate demonstrates a sense of fairness, justice, and equity for all students	The candidate demonstrates a sense of fairness, justice, and equity for all students.	The candidate states that all students can learn BUT the candidate's actions do not confirm the belief.	No evidence provided.	
CAEP-Initial	AND				
2022.R1.4 CAEP Revised	demonstrates empathy and sensitivity to human needs.				
Advanced					
2022.RA1.1f					
InTASC-2017.9.m					
NASDTEC-MCEE 2015.3					

	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%)	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment and creates a learning environment where student access, success, and achievement are priority.	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment.	The classroom environment is lacking in positive affirmation, structure, OR safety.	No evidence provided.	
CAEP-Initial					
2022.R1.4 CAEP Revised					
Advanced					
2022.RA1.1f					
InTASC-2017.10.c					
NASDTEC-MCEE 2015.3					

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

		Level 3: Met-Advanced (3.000 pts)	Level 2: Met- Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 No pt)	Level 0: Evidence (0.000 pt)	Advanced
E. Reflective Practice		The candidate thoughtfully considers educational matters, the practice of teaching, and utilizes data to make informed decisions regarding educational matters and the practice of teaching to implement change.	The candidate thoughtfully considers educational matters and the practice of teaching to make informed decisions.	The candidate spends little time reflecting on the practice of teaching to make informed decisions.	No evidence provided.	
(1.000, 10.0%)						
CAEP-Initial	2022.R1.4					
CAEP Revised	Advanced 2022.RA1.1f					
InTASC-2017.9.h						
NASDTEC-MCEE	2015.2					

		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		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.	
(1.000, 10.0%)						
CAEP-Initial						
2022.R1.4	CAEP					
Revised						
Advanced						
2022.RA1.1f						
InTASC-2017.9.c						
NASDTEC-MCEE						
2015.2						

		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		The candidate models exemplary citizenship and displays moral leadership.	The candidate models good citizenship and acts in an ethical and moral manner.	The candidate does not follow the rules or the law.	No evidence provided.	
(1.000, 10.0%)						
CAEP-Initial			AND	OR		
2022.R1.4		AND	The candidate values honesty inside and outside of the	The candidate acts in a way which causes others		

CAEP Revised Advanced 2022.RA1.1f InTASC-2017.9.o NASDTEC-MCEE 2015.2	The candidate values honesty inside and outside of the classroom. AND The candidate abides by a professional code of ethics and standards of practice.	classroom. to question his/her ethics or morals.
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	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
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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 exemplary behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur. AND The candidate effectively manages personal emotions and feelings and reacts reasonably to situations. AND The candidate acts confidently and maturely taking responsibility in leadership. AND The candidate maintains enthusiasm and passion for the teaching profession and views learning as a life-long activity.	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.
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	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
J. Professionalism (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced 2022.RA1.1f InTASC-2017.9.c NASDTEC-MCEE 2015.2	The candidate effectively uses the English language in speech and writing. AND The candidate consistently supports writings with research and professional perspectives.	The candidate effectively uses the English language in speech and writing.	The candidate has many errors in written communication.	No evidence provided.	

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

A

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

What went well? Areas of strength?

Question Comments :

My main areas of strength are taking feedback from others and preparedness for my lessons. I am able to combine self-reflection with feedback from other teachers and my mentor teacher in order to implement changes in my lesson planning as well as my interactions with students. This allows me to consistently improve my instructional methods, assessment techniques, and capacity to connect with students in order provide the most efficacious, welcoming learning experience possible for my students. Additionally, I am deliberate and intentional about taking the necessary time to be fully prepared for my lessons prior to teaching them from both a standpoint of content comprehension as well as preparing resources and materials before class.

Possible opportunities for growth

Question Comments :

My two key areas for growth are to improve my understanding of the content as well as improving my feedback to learners . As said during the last CCAST Evaluation, while I currently have an ample understanding of the content that I am teaching to guide students, a more in-depth comprehension of the content being taught will help me to make connections with a more diverse group of students such as those that have academic difficulties or are from a variety of cultural backgrounds. Additionally, I am still developing the skill of understanding how much the amount of feedback to provide to learners for each assignment in order to maximize the efficacy of feedback. I also want to provide learners with feedback that is helpful and is able to be applied to future assignments.

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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