

Institution:	Liberty University
Student:	Jessica Hines
Supervisor:	Sharon Morrison
Site:	York Comprehensive High
Date:	Fall 2024 - Term A (08/19/24 - 12/13/24)
Type:	EDUC 188 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	11/25/24 08:21 AM

Pre-CPAST Assignment 11-22 - Mentor

General overview

Assessment

Pre-CPAST Directions

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

Additional information about and support for using the form can be found in the –Glossary– and –[Look Fors](#)– for select rows (indicated by an *) at the end of this document. [Click here](#) for a video overview of the Pre-CPAST/CPAST Assessment.

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

Meets Expectations

Question Comments : *Comment Required

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

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

Question Comments : *Comment Required

Planned assessments 1. Provide opportunities for learners to illustrate competence 2. Align with the P-12 state Learning Standards

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

Question Comments : *Comment Required

Articulates an accurate and clear learning target AND Articulates accurate directions/explanations AND Sequences learning experiences appropriately

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

Question Comments : *Comment Required

Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)

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

Question Comments : *Comment Required

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

	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	Attempts to manage a safe learning environment through the use of routines and transitions (i.e., classroom management) AND/OR Attempts to	Does not manage a safe learning environment (i.e., insufficient classroom management) OR Does not	

CAEP-Initial-2022.R1.1 InTASC-2017.3.d	Establishes and promotes constructive relationships to equitably engage learners	establish constructive relationships to engage learners	establish constructive relationships to engage learners
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Question Comments : ***Comment Required**

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

	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.l				

Question Comments : ***Comment Required**

Uses data-informed decisions to design instruction and assessment

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
H. Feedback to Learners (1.000, 7.1%)	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 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**

Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement AND Provides timely feedback

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

Question Comments : ***Comment Required**

Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative

	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**

Discusses and provides evidence of connections to educational research and/or theory

	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				
Reports on time for experience AND Additional teacher engagements (e.g., IEPs, teacher committees)				
	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
L. Meets Deadlines and Obligations (1.000, 7.1%) CAEP-Initial-2022.R1.4 InTASC-2017.9.o	Meets deadlines and obligations established by the cooperating teacher, instructor, and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	Most of the time meets deadlines and obligations established by the cooperating teacher, instructor, and/or supervisor AND Informs some stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	Frequently misses deadlines or obligations established by the cooperating teacher, instructor, and/or supervisor AND/OR Does not inform stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	
Question Comments : *Comment Required				
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				
	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				
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				
	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**

Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice

Section Weight: 0%

School Setting: Part A

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

Rural

Question Comments :

Section Weight: 0%

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

In Person Only

Question Comments :

Section Weight: 0%

Pre-SCRIP Dispositions Assessment Rubric

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

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

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

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

Attachments: SCRIP__Pre_SCRIP_Scorer_Training_200602.pptx

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

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
B. Social Responsibility (1.000, 10.0%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.10.c NASDTEC-MCEE-2015.3	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment.	The classroom environment is lacking in positive affirmation, structure, OR safety.	No evidence provided.	

Question Comments : *Comment Required

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

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

Question Comments : *Comment Required

	Level 2: Met-Proficient (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%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.c NASDTEC-MCEE-2015.2	The candidate thoughtfully considers educational matters and the practice of teaching to make informed decisions	The candidate spends little time reflecting on the practice of teaching to make informed decisions.	No evidence provided.
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Question Comments : *Comment Required

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

Question Comments : *Comment Required

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
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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 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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Question Comments : *Comment Required

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

Question Comments : *Comment Required

Level 2- Met-Proficient

Pre-SCRIP Dispositions Assessment Rubric Comments : *Comment Required

Level 2- Met-Proficient

Overall Evaluation Comments

Comments: *Required

Level 2- Met-Proficient

Evaluation Score Summary

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

Institution:	Liberty University
Student:	Jessica Hines
Supervisor:	Lesley Reel
Site:	York Comprehensive High
Date:	Spring 2025 - Term A (01/13/25 - 05/09/25)
Type:	EDUC 388 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	04/09/25 11:11 AM

Pre-CPAST Assignment 11-22 - Mentor

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Mentor Teachers: See definition for Cooperating Teachers.

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

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Section Weight: 0%

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A B C D F

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

Final
Required

B

Section Weight: 0%

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

Emerging

Question Comments : *Comment Required

Incorporates state standards and learning target on canvas page. Continue to make a point to state them when teaching a lesson.

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

Question Comments : ***Comment Required**

Created assessments as required.

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

Great work adding them to canvas. Make sure you always repeat instructions and follow up with struggling learners. Always a good strategy to allow students to work but remain silent during announcements, then begin reminding them to work.

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

Continue to work on pulse checks into your final placement. Continue to work to differentiate the lessons for students who have different needs.

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

Question Comments : ***Comment Required**

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

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

Continue to work on classroom management and transitions. Make sure you instruct bell to bell if students cannot remain in their seats and calm.

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

Emerging

Question Comments : *Comment Required

Continue to use daily work to monitor progress on lessons. Consider doing daily exit slips or white board activities to know what has been mastered.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
H. Feedback to Learners (1.000, 7.1%) CAEP-Initial-2022.R1.3 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

Meets Expectations

Question Comments : *Comment Required

Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement AND Provides timely feedback

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

Meets Expectations

Question Comments : *Comment Required

Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative

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

Emerging

Question Comments : *Comment Required

Continue to read professional journals and articles to study best practices.

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

Reports on time for experience AND Additional teacher engagements (e.g., IEPs, teacher committees)

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

Question Comments : ***Comment Required**

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

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

Works well to create opportunities to support teachers.

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

Your intentions are to always please the instructor, continue to self reflect on ways to improve lessons, presentations, etc.

Section Weight: 0%

School Setting: Part A

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

Rural

Question Comments :

Section Weight: 0%

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

In Person Only

Question Comments :

Section Weight: 0%

Pre-SCRIP Dispositions Assessment Rubric

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

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

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

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

Attachments: SCRIP__Pre_SCRIP_Scorer_Training_200602.pptx

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

Question Comments : *Comment Required

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
B. Social Responsibility (1.000, 10.0%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.10.c NASDTEC-MCEE-2015.3	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment.	The classroom environment is lacking in positive affirmation, structure, OR safety.	No evidence provided.	

Question Comments : *Comment Required

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

Question Comments : *Comment Required

	Level 2: Met-Proficient (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				

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

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

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

Question Comments : *Comment Required

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

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

Question Comments : *Comment Required

Continue to work to craft your presentation with the students. Sometimes they see chit chat or laughter as a sign that something isn't important. I know your role is a bit different having been a substitute in many classes so they may see you differently.

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

Question Comments : *Comment Required

Pre-SCRIP Dispositions Assessment Rubric Comments : *Comment Required

Pre-SCRIP in the early field experience overall.

Overall Evaluation Comments

Comments: *Required

Nice job working with canvas, standards and creating assessments. Continue to work on strategies for implementing lessons for students less engaged in learning. My suggestions would be to work on professionalism with regards to how the students see and hear you teaching. Show more confidence, always work examples ahead of times. Your evaluation is based primarily on the required lessons you taught as well as feedback for the future when co-teaching. I appreciate your hard work and effort.

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

Institution:	Liberty University
Student:	Jessica Hines
Supervisor:	Lesley Reel
Site:	York Comprehensive High
Date:	Spring 2025 - Term A (01/13/25 - 05/09/25)
Type:	EDUC 388 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	04/09/25 11:11 AM

Pre-CPAST Assignment 11-22 - Mentor

General overview

Assessment

Pre-CPAST Directions

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

Additional information about and support for using the form can be found in the –Glossary– and –[Look Fors](#)– for select rows (indicated by an *) at the end of this document. [Click here](#) for a video overview of the Pre-CPAST/CPAST Assessment.

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

Goals: See definition for Measurable Goals.

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

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

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

Mentor Teachers: See definition for Cooperating Teachers.

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

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

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

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

Targets: See definition for 'Objectives/Targets.'

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

Section Weight: 0%

Suggested Letter Grade Rubric

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

A B C D F

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

Final
Required

B

Section Weight: 0%

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

Emerging

Question Comments : ***Comment Required**

Incorporates state standards and learning target on canvas page. Continue to make a point to state them when teaching a lesson.

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

Question Comments : ***Comment Required**

Created assessments as required.

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

Great work adding them to canvas. Make sure you always repeat instructions and follow up with struggling learners. Always a good strategy to allow students to work but remain silent during announcements, then begin reminding them to work.

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

Continue to work on pulse checks into your final placement. Continue to work to differentiate the lessons for students who have different needs.

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

Question Comments : ***Comment Required**

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

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

Continue to work on classroom management and transitions. Make sure you instruct bell to bell if students cannot remain in their seats and calm.

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

Emerging

Question Comments : *Comment Required

Continue to use daily work to monitor progress on lessons. Consider doing daily exit slips or white board activities to know what has been mastered.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
H. Feedback to Learners (1.000, 7.1%) CAEP-Initial-2022.R1.3 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

Meets Expectations

Question Comments : *Comment Required

Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement AND Provides timely feedback

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

Meets Expectations

Question Comments : *Comment Required

Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative

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

Emerging

Question Comments : *Comment Required

Continue to read professional journals and articles to study best practices.

	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)
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Question Comments : ***Comment Required**

Reports on time for experience AND Additional teacher engagements (e.g., IEPs, teacher committees)

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

Question Comments : ***Comment Required**

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

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

Works well to create opportunities to support teachers.

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

Your intentions are to always please the instructor, continue to self reflect on ways to improve lessons, presentations, etc.

Section Weight: 0%

School Setting: Part A

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

Rural

Question Comments :

Section Weight: 0%

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

In Person Only

Question Comments :

Section Weight: 0%

Pre-SCRIP Dispositions Assessment Rubric

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

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

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

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

Attachments: SCRIP__Pre_SCRIP_Scorer_Training_200602.pptx

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

Question Comments : *Comment Required

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
B. Social Responsibility (1.000, 10.0%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.10.c NASDTEC-MCEE-2015.3	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment.	The classroom environment is lacking in positive affirmation, structure, OR safety.	No evidence provided.	

Question Comments : *Comment Required

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

Question Comments : *Comment Required

	Level 2: Met-Proficient (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				

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

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

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

Question Comments : *Comment Required

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

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

Question Comments : *Comment Required

Continue to work to craft your presentation with the students. Sometimes they see chit chat or laughter as a sign that something isn't important. I know your role is a bit different having been a substitute in many classes so they may see you differently.

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

Question Comments : *Comment Required

Pre-SCRIP Dispositions Assessment Rubric Comments : *Comment Required

Pre-SCRIP in the early field experience overall.

Overall Evaluation Comments

Comments: *Required

Nice job working with canvas, standards and creating assessments. Continue to work on strategies for implementing lessons for students less engaged in learning. My suggestions would be to work on professionalism with regards to how the students see and hear you teaching. Show more confidence, always work examples ahead of times. Your evaluation is based primarily on the required lessons you taught as well as feedback for the future when co-teaching. I appreciate your hard work and effort.

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

Institution:	Liberty University
Student:	Jessica Hines
Supervisor:	Ellen Watson
Site:	Clover High York 2: Clover School District
Date:	Spring 2026 - Term A (01/19/26 - 05/15/26)
Type:	EDST 460 (OSS (Onsite Supervisor - Site Supervisor))
Final Completed:	03/09/26 02:45 PM

Student Teaching Observation Form #1 - Mentor

Section Weight: 100%

		Exceeds (3.000 pts)	Meets (2.000 pts)	Emergent Growth (1.000 pt)	Does Not Meet (0.000 pts)
PLANNING FOR INSTRUCTION AND ASSESSMENT: Content Appropriate: Major concepts; specific objective skills; appropriate strategies/activities; uses diagnostic information (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)			
A. Focus for Learning: Standards and Objectives/Target: Standard and objective alignment (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)			
B. Materials and Resources: Relevant materials that align with objectives; Engages students (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)			
C. Assessment of P-12 Learning: Assessment differentiation; standard alignment (1.000, 4.5%)	Final Required		Meets (2.000 pts)		
D. Differentiated Methods: Meaningful and culturally relevant connections (prior knowledge/lessons, future learning; real-world experiences) (1.000, 4.5%)	Final Required		Meets (2.000 pts)		Made connections with verifying, and drew on prior knowledge with the unit circle. Real world experiences may be difficult to see so early in a lesson sequence.
INSTRUCTIONAL DELIVERY: E. Learning Target and Directions: Articulates accurate and coherent learning targets/directions and sequential learning (1.000, 4.5%)	Final Required			Emergent Growth (1.000 pt)	Flow of lesson and depth of content is an area of growth that comes in time with experience.
F. Critical Thinking: Engages learners in critical thinking (local and/or global context) (1.000, 4.5%)	Final Required			Emergent Growth (1.000 pt)	Instruction during notes was observed. It was the beginning of notes, so local/global context may have been difficult to provide so early in learning the skill. All problems were skill based at this time in the lesson sequence.
G. Checking for Understanding and Adjusting Instruction: Checks for understanding; Differentiates for whole class/group and individual learners (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)			Check in with tables individually multiple times for understanding.

H. Digital Tools and Resources: Developmentally appropriate technologies that extend learners’ understanding (1.000, 4.5%)	Final Required	Meets (2.000 pts)	Allowed students choice in taking notes on iPad or on paper in packet.
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	Emergent Growth (1.000 pt)	Started class with a check in question (favorite movie). Very personalized and allowed for great relationship building, as she discussed with each table! Some students were chatty during the lesson, so maintaining their attention is an area of growth.
ASSESSMENT: J. Data-Guided Instruction: Uses data to make decisions; uses contemporary tools for learner data (1.000, 4.5%)	Final Required	Meets (2.000 pts)	
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)	Allowed students to try questions independently and then went over them as a group.
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)	
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	Exceeds (3.000 pts)	
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	Meets (2.000 pts)	
P. Demonstrates Punctuality: On time or early; attends IEP meetings, teacher committees, etc. (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)	
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	Exceeds (3.000 pts)	
- 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)	
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)	

Comments/Lesson Summary

Comments/Lesson Summary

See Comment Box

Question Comments : *Comment Required

I observed Jessica teaching a lesson on solving trig equations. This was the first day students learned this content, so the instruction was mainly focused on the skills and basic steps of solving these types of equations. She started the lesson by drawing on prior knowledge with verifying trig and allowed students time to work through a blank unit circle. I was able to see her go through about 6 examples during my observation. I saw a gradual release of responsibility in her lesson with her working out a few problems, then allowing students to attempt some, and the end of the lesson students were released to work independently. She did a great job of checking in with students often for understanding and took questions from students throughout her examples that she worked out for the class. I was impressed by her relationships with students from her check-in questions and checking for understanding with groups. Some areas of improvement for Jessica are general classroom management, flow of lesson, and depth of content knowledge. These both come with time in the teaching profession. Some groups were slightly chatty during her instruction, and some explanations of content felt like they needed more depth to them. Neither significantly had a negative impact on the lesson, but are just areas that can be strengthened.

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation (Out of 66)	51.00	100.00%	51.00	Finalized
			51.00	

Institution:	Liberty University
Student:	Jessica Hines
Supervisor:	Ellen Watson
Site:	Clover High York 2: Clover School District
Date:	Spring 2026 - Term A (01/19/26 - 05/15/26)
Type:	EDST 460 (OSS (Onsite Supervisor - Site Supervisor))
Final Completed:	03/13/26 02:45 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.

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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

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 (3.000 pts)				
	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
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
	AND	AND	AND/OR	AND/OR
Standards and Objectives /Targets	Goals are measurable	Goals are measurable	Some goals are measurable	Goals are absent or not measurable
	AND	AND	AND/OR	AND/OR
(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	Standards, objectives/targets, and learning tasks are not aligned with each other
CAEP-Initial	AND	AND	AND/OR	AND/OR
2022.R1.3 InTASC 2017.7.a	Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area	Articulates objectives/targets that are appropriate for learners	Articulates some objectives/targets that are appropriate for learners	Does not articulate objectives/targets that are appropriate for learners

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

Exceeds (3.000 pts)

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

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)
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	Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND	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	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

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

Emergent Growth (1.000 pt)

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

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)
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

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)
G. Checking for Understanding and Adjusting Instruction through Formative Assessment (1.000, 4.8%) CAEP-Initial	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 Differentiates through adjustments to Instruction (whole class/group)	Inconsistently checks for understanding during lessons using formative assessment AND	Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners' responses

2022.R1.3 InTASC 2017.8.b	Differentiates through planned and responsive adjustments (whole class/group and individual learners)		Adjusts instruction accordingly, but adjustments may cause additional confusion	
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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)
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 relevantto 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 (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%) CAEP-Initial 2022.R1.1 InTASC 2017.3.d	Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners’ attention (individual and whole group)	Manages a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners’ attention (individual and whole group)	Attempts to manage a safe learning environment through the use of routines and transitions AND/OR Attempts to establish constructive relationships to engage learners AND/OR Attempts to use constructive strategies to maintain learners’ attention (individual and whole group)	Does not manage a safe learning environment OR Does not establish constructive relationships to engage learners OR Does not use constructive strategies to maintain learners’ attention (individual and whole group)

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)
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	AND		
CAEP-Initial	Uses contemporary tools for learner data record-keeping and analysis	Uses contemporary tools for learner data record-keeping		
2022.R1.3 InTASC 2017.6.l				

	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	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 for improvement	1. Enables learners to recognize strengths OR areas for improvement	OR	
CAEP-Initial	2. Is comprehensible	2. Is comprehensible	OR	Feedback does not enable learners to recognize strengths OR areas for improvement	
2022.R1.3 InTASC 2017.6.d	3. Is descriptive	3. Is descriptive AND Provides timely feedback	Feedback is provided in a somewhat timely fashion	OR	
	4. Is individualized AND Provides timely feedback, guiding learners on how to use feedback to monitor their own progress			Feedback is not provided in a timely fashion	

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)
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%)	1. Developmentally appropriate		1. Developmentally appropriate	1. Developmentally inappropriate
CAEP-Initial	2. Formative AND summative	1. Developmentally appropriate		OR
2022.R1.3 InTASC 2017.7.d	3. Diagnostic	2. Formative AND summative	2. Formative OR summative	Not used
	4. Varied			

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)
M. Connections to Research and Theory	Discusses, provides evidence of, and justifies connections to educational research and/or theory			
(1.000, 4.8%)	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
CAEP-Initial	Uses research and/or theory to explain their P-12 learners' progress			
2022.R1.4 InTASC 2017.9.c				

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

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

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)
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
	AND	AND	AND	AND/OR
(1.000, 4.8%)	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	Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence
CAEP-Initial	AND	AND	AND	AND/OR
2022.R1.4 InTASC 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	Provides incomplete directions and lessons for substitutes/ cooperating teacher	Does not provide directions and lessons for substitutes/cooperating teacher

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)
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.)
	AND			
CAEP-Initial	Materials are easily accessible AND organized	AND	AND/OR	AND/OR
2022.R1.4 InTASC 2017.3.d	AND	Materials are easily accessible AND organized	Materials are easily accessible OR organized	Materials are not organized NOR easily accessible
	Prepared for the unexpected and flexible			

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)
S. Collaboration	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.)
	AND	AND		
(1.000, 4.8%)				
CAEP-Initial				

2022.R1.4 InTASC 2017.10.b	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		
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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)
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)

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)
U. Responds Positively to Feedback and Constructive Criticism (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.9.n	Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice AND Proactively seeks opportunities for feedback from other professionals	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

Section Weight: 0%

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

Suburban

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

Section Weight: 0%

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

	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%)			

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

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
A. Social Responsibility (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced 2022.RA1.1f InTASC-2017.9.m NASDTEC-MCEE 2015.3	The candidate demonstrates a sense of fairness, 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.

	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 2022.RA1.1f	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.

InTASC-2017.10.c NASDTEC-MCEE 2015.3				
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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.

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)
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 InTASC-2017.9.h NASDTEC-MCEE2015.2	The candidate thoughtfully considers educational matters, the practice of teaching, and utilizes data to make informed decisions regarding educational matters and the practice of teaching to 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.

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)
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.

Advanced

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
G. Integrity (1.000, 10.0%) CAEP-Initial 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)
H. Integrity (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced 2022.RA1.1f STE.2.3 STE.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)
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.

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

Section Weight: 0%

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

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

B

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

Section Weight: 0%

What went well? Areas of strength?

Question Comments :

Jessica is very confident with the students and seems to have built really positive relationships with them! She takes initiative and her cooperating teacher was bragging to me about her trying out different strategies (such as changing seating charts) from lessons she is learning/has learned during her time at Liberty. She always has a positive attitude when I speak to her, and she has communicated well with myself and Ms. Cather (cooperating teacher).

Possible opportunities for growth

Question Comments :

Some areas in which Jessica can grow are communicating deeper understanding of content with students during lessons, lesson pacing, independently creating more resources to be used during instruction, and general classroom management.

Section Weight: 0%

Goals for Improvement: Pedagogy and Dispositions Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify three specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher. As part of the final summary evaluation, goals for the Resident Educator Program should be identified.				
Connection to 3- way form	Goal (must have a minimum of one goal) with Details		Action Plan: Next Steps to help Candidate achieve goal	
		Candidate will	Supervisor will	Cooperating Teacher will
L. Assessment: Feedback to Learners	I will focus on providing specific (not general) feedback to individuals and to groups-with a focus on task and process.	I will prepare feedback ahead of time using data.	I will pay attention to feedback during observations	I will review candidate feedback before lesson.

Question Comments :

Evaluation Score Summary			
Title:	Score	Weight	Adj. Score

Primary Evaluation 0.00 0.00% 0.00 *Finalized*

0.00

Institution:	Liberty University
Student:	Jessica Hines
Supervisor:	Anna Cather
Site:	Clover High York 2: Clover School District
Date:	Spring 2026 - Term A (01/19/26 - 05/15/26)
Type:	EDST 460 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	03/12/26 01:53 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.

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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

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 (3.000 pts)				
	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
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
	AND	AND	AND/OR	AND/OR
Standards and Objectives /Targets	Goals are measurable	Goals are measurable	Some goals are measurable	Goals are absent or not measurable
	AND	AND	AND/OR	AND/OR
(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	Standards, objectives/targets, and learning tasks are not aligned with each other
CAEP-Initial	AND	AND	AND/OR	AND/OR
2022.R1.3 InTASC 2017.7.a	Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area	Articulates objectives/targets that are appropriate for learners	Articulates some objectives/targets that are appropriate for learners	Does not articulate objectives/targets that are appropriate for learners

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Exceeds (3.000 pts)
B. Materials and Resources (1.000, 4.8%) 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 1.Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND	Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND	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	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	

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

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

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)
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

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)
G. Checking for Understanding and Adjusting Instruction through Formative Assessment (1.000, 4.8%) CAEP-Initial	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 Differentiates through adjustments to Instruction (whole class/group)	Inconsistently checks for understanding during lessons using formative assessment AND	Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners' responses

2022.R1.3 InTASC 2017.8.b	Differentiates through planned and responsive adjustments (whole class/group and individual learners)		Adjusts instruction accordingly, but adjustments may cause additional confusion	
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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)
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 relevantto 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 (3.000 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%) CAEP-Initial 2022.R1.1 InTASC 2017.3.d	Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners’ attention (individual and whole group)	Manages a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners’ attention (individual and whole group)	Attempts to manage a safe learning environment through the use of routines and transitions AND/OR Attempts to establish constructive relationships to engage learners AND/OR Attempts to use constructive strategies to maintain learners’ attention (individual and whole group)	Does not manage a safe learning environment OR Does not establish constructive relationships to engage learners OR Does not use constructive strategies to maintain learners’ 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	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	AND		
CAEP-Initial	Uses contemporary tools for learner data record-keeping and analysis	Uses contemporary tools for learner data record-keeping		
2022.R1.3 InTASC 2017.6.l				

	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 for improvement	1. Enables learners to recognize strengths OR areas for improvement	OR	
CAEP-Initial	2. Is comprehensible	2. Is comprehensible	OR	Feedback does not enable learners to recognize strengths OR areas for improvement	
2022.R1.3 InTASC 2017.6.d	3. Is descriptive	3. Is descriptive AND Provides timely feedback	Feedback is provided in a somewhat timely fashion	OR	
	4. Is individualized AND Provides timely feedback, guiding learners on how to use feedback to monitor their own progress			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	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%)	1. Developmentally appropriate		1. Developmentally appropriate	1. Developmentally inappropriate	
CAEP-Initial	2. Formative AND summative	1. Developmentally appropriate		OR	
2022.R1.3 InTASC 2017.7.d	3. Diagnostic	2. Formative AND summative	2. Formative OR summative	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)	Emergent Growth (1.000 pt)
M. Connections to Research and Theory	Discusses, provides evidence of, and justifies connections to educational research and/or theory				
(1.000, 4.8%)	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	
CAEP-Initial	Uses research and/or theory to explain their P-12 learners' progress				
2022.R1.4 InTASC 2017.9.c					

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)
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)

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)
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 (3.000 pts)

	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%)	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)

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

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)
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
	AND	AND	AND	AND/OR
(1.000, 4.8%)	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	Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence
CAEP-Initial	AND	AND	AND	AND/OR
2022.R1.4 InTASC 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	Provides incomplete directions and lessons for substitutes/ cooperating teacher	Does not provide directions and lessons for substitutes/cooperating teacher

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)
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.)
	AND			
CAEP-Initial	Materials are easily accessible AND organized	AND	AND/OR	AND/OR
2022.R1.4 InTASC 2017.3.d	AND	Materials are easily accessible AND organized	Materials are easily accessible OR organized	Materials are not organized NOR easily accessible
	Prepared for the unexpected and flexible			

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)
S. Collaboration	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.)
	AND	AND		
(1.000, 4.8%)				
CAEP-Initial				

2022.R1.4 InTASC 2017.10.b	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		
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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)
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 (3.000 pts)

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
U. Responds Positively to Feedback and Constructive Criticism (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.9.n	Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice AND Proactively seeks opportunities for feedback from other professionals	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

Section Weight: 0%

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

Rural

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

Section Weight: 0%

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

	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%)			

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

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
A. Social Responsibility (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced 2022.RA1.1f InTASC-2017.9.m NASDTEC-MCEE 2015.3	The candidate demonstrates a sense of fairness, 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.

	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 2022.RA1.1f	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.

InTASC-2017.10.c NASDTEC-MCEE 2015.3				
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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.

Advanced

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

Advanced

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

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

Section Weight: 0%

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

Jessica does a great job! She's prepared and engages the students. Her classroom management is going well!

Possible opportunities for growth

Question Comments :

Jessica does a great job teaching the material, however, communicating her depth of knowledge will take time.

Section Weight: 0%

Goals for Improvement: Pedagogy and Dispositions Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify three specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher. As part of the final summary evaluation, goals for the Resident Educator Program should be identified.				
Connection to 3- way form	Goal (must have a minimum of one goal) with Details		Action Plan: Next Steps to help Candidate achieve goal	
		Candidate will	Supervisor will	Cooperating Teacher will
L. Assessment: Feedback to Learners	I will focus on providing specific (not general) feedback to individuals and to groups-with a focus on task and process.	I will prepare feedback ahead of time using data.	I will pay attention to feedback during observations	I will review candidate feedback before lesson.

Question Comments :

Evaluation Score Summary			
Title:	Score	Weight	Adj. Score

Primary Evaluation 0.00 0.00% 0.00 *Finalized*

0.00