

Institution:	Liberty University
Student:	Mallory Bilger
Supervisor:	Samantha Shoptaw
Site:	EVANSVILLE CHRISTIAN SCHOOL
Date:	Fall 2025 - Term A (08/18/25 - 12/12/25)
Type:	EDLC 588 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	11/20/25 10:56 PM

Pre-CPAST Assignment 11-22 - Mentor

General overview

Assessment

Pre-CPAST Directions

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

Institution:	Liberty University
Student:	Mallory Bilger
Supervisor:	Erika Taber
Site:	EVANSVILLE CHRISTIAN SCHOOL
Date:	Fall 2025 - Term A (08/18/25 - 12/12/25)
Type:	EDLC 688 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	11/17/25 09:30 PM

Pre-CPAST Assignment 11-22 - Mentor

General overview

Assessment

Pre-CPAST Directions

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

Institution:	Liberty University
Student:	Mallory Bilger
Supervisor:	Stephanie Toney
Site:	EVANSVILLE CHRISTIAN SCHOOL
Date:	Spring 2026 - Term A (01/19/26 - 05/15/26)
Type:	EDST 560 (OSS (Onsite Supervisor - Site Supervisor))
Final Completed:	03/11/26 01:50 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, the University Supervisor, Cooperating Teacher, and Student Teacher.

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



Institution:	Liberty University
Student:	Mallory Bilger
Supervisor:	Beth Moore
Site:	EVANSVILLE CHRISTIAN SCHOOL
Date:	Spring 2026 - Term A (01/19/26 - 05/15/26)
Type:	EDST 560 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	03/11/26 02:19 PM

CPAST MID-TERM 11-22 - Mentor

General overview

Directions – The form will be used twice during the course of the term and will be provided by the Program Coordinator, 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)
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
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 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, defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other

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 learning 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 connection between students' home and school lives, while still meeting the expectations of the district and state curriculum requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the student in the teacher's lessons and methodology.").

Data-informed decisions: "Focuses on using student assessment data and relevant background information to make 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 so that learners move from one level to the next.

Diagnostic Assessment: (Also known as "pre-assessment") "Involves the gathering and careful evaluation of data to determine 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 language learners) by modifying "content, and/or process, and/or products, and/or the learning environment" and 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. classroom), as well as the classroom management procedures and activities that enable teaching and learning place.

"Look Fors" Document: A document accompanying this form containing a non-exhaustive list to describe exam 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." Ment Teachers: See definition for "Cooperating Teachers."

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

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 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 over a 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 evaluation, and is responsible for recording the consensus scores using this form.

Sectio

	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: Standards and Objectives /Targets	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND	Plans align to appropriate P 12 state learning standards AND/OR Some goals are measurable AND/OR	Plans do not align to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR

(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				
2022.R1.3	AND			AND/OR
InTASC		AND	AND/OR	
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)**

**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)**

C. Assessment of P-12 Learning	Plans a variety of assessments that	Plans a variety of assessments that	Planned assessments	Planned assessments
(1.000, 4.8%) CAEP-Initial 2022.R1.3 InTASC 2017.6.b	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	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	1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards	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)
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 Differentiation of instruction supports learner development 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 supports learner development	Organizes instruction to ensure content is comprehensible and relevant for learners	Differentiation of instruction is minimal	Differentiation of instruction is absent
AND		AND	
Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners		Organizes instruction to ensure content is comprehensible for learners	

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
E. Learning Target and Directions	Articulates accurate and coherent learning targets AND	Articulates an accurate learning target AND	Articulates an inaccurate learning target AND/OR	Does not articulate the learning target OR

(1.000, 4.8%)	Articulates accurate directions/explanations throughout the lesson	Articulates accurate directions/ explanations	Articulates inaccurate directions/explanations	Does not articulate directions/ explanations
CAEP-Initial	AND	AND		
2022.R1.3				
InTASC	Sequences learning experiences appropriately	Sequences learning experiences appropriately		
2017.7.c				

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
F. Critical Thinking	Engages learners in critical thinking in local and/or global contexts that	Engages learners in critical thinking that	Introduces AND/OR models critical thinking that	Does not introduce AND/OR model critical thinking that
(1.000, 4.8%)				

CAEP-Initial 2022.R1.2 InTASC 2017.5.d	1. Fosters problem solving	1. Fosters problem solving	1. Fosters problem solving	1. Fosters problem solving
	2. Encourages conceptual connections	2. Encourages conceptual connections	2. Encourages conceptual connections	2. Encourages conceptual connections
	3. Challenges assumptions			

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

CAEP-Initial	AND	Differentiates through adjustments to Instruction (whole class/group)	Adjusts instruction accordingly, but adjustments may cause additional confusion	Does not make any adjustments based on learners' responses
2022.R1.3 InTASC 2017.8.b	Differentiates through planned and responsive adjustments (whole class/group and individual learners)			

	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-Initial	Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that	Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson	One of the following: A. Does not use technologies (digital tools and resources) to engage learners
2022.R1.3 InTASC 2017.5.1				

1. Are relevant to learning objectives/ targets of the lesson	1. Are relevant to learning objectives/ targets of the lesson	AND Technology is not available
2. Engage learners in the demonstration of knowledge or skills	2. Engage learners in the demonstration of knowledge or skills	
3. Extend learners' understanding of concepts		

AND Technology is available in the setting

OR

B. Use of technologies is not relevant to the learning objectives/ targets of the lesson

OR

C. Does not discuss technologies AND Technology is not available in the setting

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

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

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
K. Feedback to Learners (1.000, 4.8%) CAEP- Initial 2022.R1.3 InTASC 2017.6.d	Provides feedback that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized AND Provides timely feedback, guiding learners on how to use feedback to monitor their own progress	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible 3. Is descriptive AND Provides timely feedback	Provides minimal feedback that 1. Enables learners to recognize strengths OR areas for improvement OR Feedback is provided in a somewhat timely fashion	Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement OR Feedback is not provided in a timely fashion

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

	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 (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.9.c	Discusses, provides evidence of, and justifies connections to educational research and/or theory AND Uses research and/or theory to explain their P-12 learners' progress	Discusses and provides evidence of connections to educational research and/or theory	Mentions connections to educational research and/or theory	No connections OR inaccurate connections to educational research and/or theory

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

Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
O. Demonstrates Effective Communication with Parents or Legal Guardians (1.000, 4.8%) CAEP-Initial	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent teacher	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent teacher	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent teacher	Does not provide evidence of communication with parents or legal guardians

2022.R1.4 InTASC 2017.10.d	conferences, communication via email or online)	conferences, communication via email or online)	conferences, communication via email or online)
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AND

AND

Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress	Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress
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AND

Interacts with
parents or legal
guardians in ways
that improve
understanding and
encourage progress
(e.g. exchange of

email, face-to-face
discussion, etc.)

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

	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 (1.000, 4.8%)	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
CAEP-Initial 2022.R1.4 InTASC 2017.9.o	AND	AND	AND	AND/OR
	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes/cooperating	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for	AND Informs some stakeholders (cooperating teacher, supervisor,	Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND/OR Does not provide directions and lessons for

teacher without
reminders

substitutes/cooperating and/or
teacher faculty

members) of
absences
prior to the
absence

AND

Provides
incomplete
directions
and lessons
for
substitutes/
cooperating
teacher

substitutes/cooperating
teacher

**Exceeds
Expectations
(3.000 pts)**

**Meets
Expectations
(2.000 pts)**

**Emerging (1.000 pt) Does Not Meet
Expectations
(0.000 pt)**

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

**Meets
Expectations**

**Emerging (1.000
pt)**

**Does Not Meet
Expectations**

	(3.000 pts)	(2.000 pts)		(0.000 pt)
S. Collaboration (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.10.b	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in planning and implementing instruction	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)

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

integration, research based practices) AND Takes action(s) based upon identified needs, while following district protocols	2. Needs of the teaching profession (e.g. technology integration, research based practices)	2. Needs of the teaching profession (e.g. technology integration, research based practices)	2. Needs of the teaching profession (e.g. technology integration, research-based practices)
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	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
U. Responds Positively to Feedback and Constructive Criticism (1.000, 4.8%)	Is receptive to feedback, constructive criticism, supervision, and responds professionally	Is receptive to feedback, constructive criticism, supervision, and responds professionally	Is receptive to feedback, constructive criticism, and supervision	Is not receptive to feedback, constructive criticism, and supervision
CAEP-Initial	AND	AND	AND/OR Incorporates feedback	AND/OR Does not incorporate

2022.R1.4 InTASC 2017.9.n	Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	inconsistently	feedback
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AND

Proactively seeks
opportunities for
feedback from other
professionals

Sectic

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

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

Sectic

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

Virtual Only	Hybrid	In Person
(3.000 pts)	(2.000	Only (1.000
	pts)	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%)**

Sectic

SCRIP Dispositions Assessment Rubric (Used for University purposes, not an official element of CFAST 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	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	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment and creates a learning environment where student access, success, and achievement are priority.	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment.	The classroom environment is lacking in positive affirmation, structure, OR safety.	No evidence provided.

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
C. Commitment (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced	The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines. AND The candidate demonstrates a	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.

2022.RA1.1f
InTASC-
2017.10.p
NASDTEC-
MCEE 2015.1

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

	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	The candidate shows the extraordinary self-discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/ or leadership and supervision to occur.	The candidate shows the self discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/ or	The candidate's lack of planning, preparation, or organization hinders successful instruction or leadership.	No evidence provided.

Revised Advanced 2022.RA1.1f InTASC- 2017.9.k NASDTEC- MCEE 2015.1	AND The candidate consistently completes assigned tasks ahead of time.	leadership and supervision to occur. AND The candidate completes assigned tasks on time.	OR The candidate completes assigned tasks after the deadline.
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	Level 3: Met- Advanced (3.000 pts)	Level 2: Met- Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
E. Reflective Practice (1.000, 10.0%)	The candidate thoughtfully considers educational	The candidate thoughtfully considers educational	The candidate spends little time reflecting on the practice	No evidence provided.

CAEP-Initial2022.R1.4	matters, the	matters and the	of teaching to
CAEPRevisedAdvanced2022.RA1.1f	practice of	practice of	make informed
InTASC-2017.9.h	teaching, and	teaching to	decisions.
NASDTEC-MCEE2015.2	utilizes data to	make informed	
	make informed	decisions.	
	decisions regarding		
	educational matters		
	and the practice of		
	teaching to		
	implement change.		

**Level 3: Met-Advanced
(3.000 pts)**

**Level 2: Met-
Proficient (2.000
pts)**

**Level 1: Not Met-
Developing
(1.000 pt)**

**Level 0: No
Evidence
(0.000 pt)**

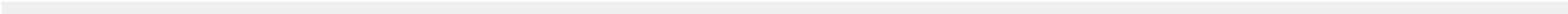
F. Reflective Practice (1.000, 10.0%) CAEP-Initial	The candidate makes choices after pondering ideas, experiences, research, and engages in collaboration with colleagues when appropriate.	The candidate makes choices after pondering ideas and experiences.	The candidate acts quickly before thinking about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

Advanced

2022.RA1.1f

InTASC-2017.9.c
NASDTEC-
MCEE 2015.2



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

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
H. Integrity (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced 2022.RA1.1f ISTE.2.3 ISTE.LDR.3	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	The candidate demonstrates exemplary behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur.	The candidate demonstrates appropriate behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur.	The candidate is impatient or inflexible, lacks personal management skills and confidence.	No evidence provided.

2022.RA1.1f

AND

AND

InTASC-2017.10.c
NASDTEC-MCEE
2015.2

The candidate
effectively manages
personal emotions and
feelings and reacts
reasonably to
situations.

The candidate manages
personal emotions and
feelings and reacts
reasonably to
situations.

AND

AND

The candidate acts
confidently and
maturely taking
responsibility in
leadership.

The candidate acts
confidently and
maturely.

AND

The candidate
maintains enthusiasm
and passion for the
teaching profession and
views learning as a life-
long activity.

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

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

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

A (4.000	B (3.000	C (2.000	D	F
pts)	pts)	pts)	(1.000	(0.000
			pt)	pt)

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

What went well? Areas of strength?

Question Comments :

Mallory has full buy in of our school and school culture. She is committed to our program and will make a great addition to our staff.

Possible opportunities for growth

Question Comments :

We have discussed some room for growth in technology integration. She is working well with the basic pieces and striving to grow further.

Sectic

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- Goal (must have a
way form 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

I will pay attention
to feedback during
observations

I will review
candidate
feedback before
lesson.

Question Comments :

Mallory and I have reviewed her three goals and I will assist in helping with technology instruction.

Evaluation Score Summary

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

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Institution:	Liberty University
Student:	Mallory Bilger
Supervisor:	Stephanie Toney
Site:	EVANSVILLE CHRISTIAN SCHOOL
Date:	Spring 2026 - Term A (01/19/26 - 05/15/26)
Type:	EDST 560 (OSS (Onsite Supervisor - Site Supervisor))
Final Completed:	03/20/26 10:40 AM

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)	
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PLANNING FOR INSTRUCTION AND ASSESSMENT: Content Appropriate: Major concepts; specific objective skills; appropriate strategies/activities; uses diagnostic information (1.000, 4.5%)	Final Required		Meets (2.000 pts)			Specific objectives and standard provided - perimeter and area.
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A. Focus for Learning: Standards and Objectives/Target: Standard and objective alignment (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)				These were clearly stated and explained at the beginning of the lesson.
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B. Materials and Resources: Relevant materials that align with objectives; Engages students (1.000, 4.5%)	Final Required		Meets (2.000 pts)			Technology, white boards textbooks
C. Assessment of P-12 Learning: Assessment differentiation; standard alignment (1.000, 4.5%)	Final Required		Meets (2.000 pts)			Quick checks on student understanding with white board responses.
D. Differentiated Methods: Meaningful and culturally relevant connections (prior knowledge/lessons, future learning; real-world experiences) (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)				Noted the different way that students found the perimeter. She reminded them of what they had learned yesterday. She later

						connected the lesson to what they would learn in future lessons.
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INSTRUCTIONAL DELIVERY: E. Learning Target and Directions: Articulates accurate and coherent learning targets/directions and sequential learning (1.000, 4.5%)	Final Required		Meets (2.000 pts)			Clear expectations stated at the beginning of the lesson.
---	---------------------------	--	----------------------------------	--	--	---

F. Critical Thinking: Engages learners in critical thinking (local and/or global context) (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)				Students participated in cooperative learning opportunities to practice their learning. They practiced with adding
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						numbers and with inch- tiles.
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G. Checking for Understanding and Adjusting Instruction: Checks for understanding; Differentiates for whole class/group and individual learners (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)				Checked in a students completed work on white boards.
--	---------------------------	------------------------------------	--	--	--	---

H. Digital Tools and Resources: Developmentally appropriate technologies that extend learners' understanding (1.000, 4.5%)	Final Required		Meets (2.000 pts)			Projected work on the promethean screen. Student teacher is becoming more comfortable with the promethean.
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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	Exceeds (3.000 pts)				Kids would hold up white boards with the incorrect answer and were responsive to feedback from the student teacher.
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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)			
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K. Feedback for Learners: Feedback enables learners to identify strengths and areas of improvement; Descriptive	Final Required	Exceeds (3.000 pts)				Feedback offered regularly as the student teacher
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and individualized; Timely (1.000, 4.5%)						moved around the room as students worked in pairs. Provided immediate feedback.
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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)			
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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)			
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PROFESSIONAL COMMITMENT AND BEHAVIORS: N. Participates in Professional Development: At least one professional development opportunity (workshop, seminar, conference, etc.); Application of what was learned (1.000, 4.5%)	Final Required		Meets (2.000 pts)			
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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)			
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P. Demonstrates Punctuality: On time or early; attends IEP meetings, teacher committees, etc. (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)				
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Q. Meets Deadlines and Obligations: As established by the Cooperating Teacher/Supervisor; Communicates with all stakeholders (1.000, 4.5%)	Final Required		Meets (2.000 pts)			
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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)				
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- Rapport: Effectively maintains relationships with diverse students; Demonstrates cultural awareness and sensitivity (1.000, 4.5%)	Final Required	Exceeds (3.000 pts)				
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PROFESSIONAL RELATIONSHIPS: S. Collaboration: Collaboration with	Final Required	Exceeds (3.000 pts)				
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cooperating teacher and other school personnel (1.000, 4.5%)						
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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	Exceeds (3.000 pts)				
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Section Weight: (

Comments/Lesson Summary

Comments/Lesson Summary

See
Comme
Box

Question Comments : *Comment Required

Mrs. Bilger taught a lesson on area and perimeter. This concept can be confusing to students since the two are so similar. She utilized white boards for quick check-for-understanding questions. She allowed for cooperative learning where students

worked together using figures on a paper and inch-tiles to find both area and perimeter. She moved around the room during this activity, regularly checking in with students to support their learning. Students were able to work independently as she moved around the room. Students were engaged in the learning process. She previewed what they would learn in future lessons, building on what they learned today. She provided immediate feedback to support students in their learning. The final activity was independent work focusing on perimeter only. She reviewed how to find the perimeter (as opposed to area). She checked in with certain students before work was turned in (students who struggle, students who rush, students who had been absent due to illness). She commended students on how well they worked together. She then moved into biblical integration, talking about a time in the Bible when it was very important to know the perimeter. The student mentioned Noah's ark and the tabernacle. The perimeter would tell the Israelites how big the outside of the tabernacle might be. The student said that it would be important to know the perimeter of a city if God commanded them to take over that city. Mrs. Bilger taught about one that connected to a Bible lesson they had in previous weeks - the city of Jericho. Checked in on a student quickly and quietly who was still talking about the math worksheet. Mrs. Bilger talked about how city walls in the Bible were important to keeping people inside the city safe and other people out of the city. She gave possible dimensions around the

city of Jericho, then modeled how to add those numbers up to determine a perimeter.

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation (Out of 66)	55.00	100.00%	55.00	<i>Finalized</i>
			55.00	

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1) Completes the evaluation in week 5 or 6 (Mid-term) of the student teaching experience AND in week 13 or 14 (Final)
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
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 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, defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other

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 learning 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 connection between students' home and school lives, while still meeting the expectations of the district and state curriculum requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the student in the teacher's lessons and methodology").

Data-informed decisions: "Focuses on using student assessment data and relevant background information to make 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 so that learners move from one level to the next.

Diagnostic Assessment: (Also known as "pre-assessment") "Involves the gathering and careful evaluation of data to determine 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 language learners) by modifying "content, and/or process, and/or products, and/or the learning environment" and 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. classroom), as well as the classroom management procedures and activities that enable teaching and learning place.

"Look Fors" Document: A document accompanying this form containing a non-exhaustive list to describe exam 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." Ment Teachers: See definition for "Cooperating Teachers."

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

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 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 over a 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 evaluation, and is responsible for recording the consensus scores using this form.

Section

	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: Standards and Objectives /Targets	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND	Plans align to appropriate P 12 state learning standards AND/OR Some goals are measurable AND/OR	Plans do not align to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR

(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				
2022.R1.3	AND			AND/OR
InTASC		AND	AND/OR	
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)**

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)

C. Assessment of P-12 Learning	Plans a variety of assessments that	Plans a variety of assessments that	Planned assessments	Planned assessments
(1.000, 4.8%) CAEP-Initial 2022.R1.3 InTASC 2017.6.b	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	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	1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards	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)
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 Differentiation of instruction supports learner development 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 supports learner development	Organizes instruction to ensure content is comprehensible and relevant for learners	Differentiation of instruction is minimal	Differentiation of instruction is absent
AND		AND	
Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners		Organizes instruction to ensure content is comprehensible for learners	

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
E. Learning Target and Directions	Articulates accurate and coherent learning targets AND	Articulates an accurate learning target AND	Articulates an inaccurate learning target AND/OR	Does not articulate the learning target OR

(1.000, 4.8%)	Articulates accurate directions/explanations throughout the lesson	Articulates accurate directions/ explanations	Articulates inaccurate directions/explanations	Does not articulate directions/ explanations
CAEP-Initial	AND	AND		
2022.R1.3				
InTASC	Sequences learning experiences appropriately	Sequences learning experiences appropriately		
2017.7.c				

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
F. Critical Thinking	Engages learners in critical thinking in local and/or global contexts that	Engages learners in critical thinking that	Introduces AND/OR models critical thinking that	Does not introduce AND/OR model critical thinking that
(1.000, 4.8%)				

CAEP-Initial 2022.R1.2 InTASC 2017.5.d	1. Fosters problem solving	1. Fosters problem solving	1. Fosters problem solving	1. Fosters problem solving
	2. Encourages conceptual connections	2. Encourages conceptual connections	2. Encourages conceptual connections	2. Encourages conceptual connections
	3. Challenges assumptions			

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

CAEP-Initial	AND	Differentiates through adjustments to Instruction (whole class/group)	Adjusts instruction accordingly, but adjustments may cause additional confusion	Does not make any adjustments based on learners' responses
2022.R1.3 InTASC 2017.8.b	Differentiates through planned and responsive adjustments (whole class/group and individual learners)			

	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-Initial 2022.R1.3 InTASC2017.5.1	Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that	Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson	One of the following: A. Does not use technologies (digital tools and resources) to engage learners

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

1. Are relevant to learning objectives/ targets of the lesson

2. Engage learners in the demonstration of knowledge or skills

AND

Technology is not available

AND Technology is available in the setting

OR

B. Use of technologies is not relevant to the learning objectives/ targets of the lesson

OR

C. Does not discuss technologies AND Technology is not available in the setting

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

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

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
K. Feedback to Learners (1.000, 4.8%) CAEP- Initial 2022.R1.3 InTASC 2017.6.d	Provides feedback that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized AND Provides timely feedback, guiding learners on how to use feedback to monitor their own progress	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible 3. Is descriptive AND Provides timely feedback	Provides minimal feedback that 1. Enables learners to recognize strengths OR areas for improvement OR Feedback is provided in a somewhat timely fashion	Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement OR Feedback is not provided in a timely fashion

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

	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 (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.9.c	Discusses, provides evidence of, and justifies connections to educational research and/or theory AND Uses research and/or theory to explain their P-12 learners' progress	Discusses and provides evidence of connections to educational research and/or theory	Mentions connections to educational research and/or theory	No connections OR inaccurate connections to educational research and/or theory

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

Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching

	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
O. Demonstrates Effective Communication with Parents or Legal Guardians (1.000, 4.8%) CAEP-Initial	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent teacher	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent teacher	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent teacher	Does not provide evidence of communication with parents or legal guardians

2022.R1.4 InTASC 2017.10.d	conferences, communication via email or online)	conferences, communication via email or online)	conferences, communication via email or online)
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AND

AND

Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress	Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress
---	---

AND

Interacts with
parents or legal
guardians in ways
that improve
understanding and
encourage progress
(e.g. exchange of

email, face-to-face
discussion, etc.)

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

	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 (1.000, 4.8%)	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	Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor
CAEP-Initial 2022.R1.4 InTASC 2017.9.o	AND	AND	cooperating teacher and/or supervisor	AND/OR
	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence	AND	Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence
	AND	AND	Informs some stakeholders	AND/OR
	Provides clear and complete directions and lessons for substitutes/cooperating	Provides clear and complete directions and lessons for	(cooperating teacher, supervisor,	Does not provide directions and lessons for

teacher without
reminders

substitutes/cooperating and/or
teacher faculty

members) of
absences
prior to the
absence

AND

Provides
incomplete
directions
and lessons
for
substitutes/
cooperating
teacher

substitutes/cooperating
teacher

**Exceeds
Expectations
(3.000 pts)**

**Meets
Expectations
(2.000 pts)**

**Emerging (1.000 pt) Does Not Meet
Expectations
(0.000 pt)**

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

**Meets
Expectations**

**Emerging (1.000
pt)**

**Does Not Meet
Expectations**

	(3.000 pts)	(2.000 pts)		(0.000 pt)
S. Collaboration (1.000, 4.8%) CAEP-Initial 2022.R1.4 InTASC 2017.10.b	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in planning and implementing instruction	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)

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

integration, research based practices) AND Takes action(s) based upon identified needs, while following district protocols	2. Needs of the teaching profession (e.g. technology integration, research based practices)	2. Needs of the teaching profession (e.g. technology integration, research based practices)	2. Needs of the teaching profession (e.g. technology integration, research-based practices)
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	Exceeds Expectations (3.000 pts)	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)
U. Responds Positively to Feedback and Constructive Criticism (1.000, 4.8%)	Is receptive to feedback, constructive criticism, supervision, and responds professionally	Is receptive to feedback, constructive criticism, supervision, and responds professionally	Is receptive to feedback, constructive criticism, and supervision	Is not receptive to feedback, constructive criticism, and supervision
CAEP-Initial	AND	AND	AND/OR Incorporates feedback	AND/OR Does not incorporate

2022.R1.4 InTASC 2017.9.n	Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	inconsistently	feedback
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AND

Proactively seeks
opportunities for
feedback from other
professionals

Sectic

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

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

Sectic

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

Virtual Only	Hybrid	In Person
(3.000 pts)	(2.000	Only (1.000
	pts)	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%)**

Sectic

SCRIP Dispositions Assessment Rubric (Used for University purposes, not an official element of CFAST 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	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	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment and creates a learning environment where student access, success, and achievement are priority.	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment.	The classroom environment is lacking in positive affirmation, structure, OR safety.	No evidence provided.

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
C. Commitment (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced	The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines. AND The candidate demonstrates a	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.

2022.RA1.1f
InTASC-
2017.10.p
NASDTEC-
MCEE 2015.1

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

	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	The candidate shows the extraordinary self-discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/ or leadership and supervision to occur.	The candidate shows the self discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/ or	The candidate's lack of planning, preparation, or organization hinders successful instruction or leadership.	No evidence provided.

Revised Advanced 2022.RA1.1f InTASC- 2017.9.k NASDTEC- MCEE 2015.1	AND The candidate consistently completes assigned tasks ahead of time.	leadership and supervision to occur. AND The candidate completes assigned tasks on time.	OR The candidate completes assigned tasks after the deadline.
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	Level 3: Met- Advanced (3.000 pts)	Level 2: Met- Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
E. Reflective Practice (1.000, 10.0%)	The candidate thoughtfully considers educational	The candidate thoughtfully considers educational	The candidate spends little time reflecting on the practice	No evidence provided.

CAEP-Initial2022.R1.4	matters, the	matters and the	of teaching to
CAEPRevisedAdvanced2022.RA1.1f	practice of	practice of	make informed
InTASC-2017.9.h	teaching, and	teaching to	decisions.
NASDTEC-MCEE2015.2	utilizes data to	make informed	
	make informed	decisions.	
	decisions regarding		
	educational matters		
	and the practice of		
	teaching to		
	implement change.		

**Level 3: Met-Advanced
(3.000 pts)**

**Level 2: Met-
Proficient (2.000
pts)**

**Level 1: Not Met-
Developing
(1.000 pt)**

**Level 0: No
Evidence
(0.000 pt)**

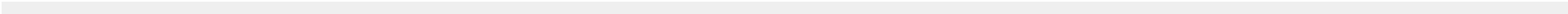
F. Reflective Practice (1.000, 10.0%) CAEP-Initial	The candidate makes choices after pondering ideas, experiences, research, and engages in collaboration with colleagues when appropriate.	The candidate makes choices after pondering ideas and experiences.	The candidate acts quickly before thinking about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

Advanced

2022.RA1.1f

InTASC-2017.9.c
NASDTEC-
MCEE 2015.2



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

	Level 3: Met-Advanced (3.000 pts)	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)
H. Integrity (1.000, 10.0%) CAEP-Initial 2022.R1.4 CAEP Revised Advanced 2022.RA1.1f ISTE.2.3 ISTE.LDR.3	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	The candidate demonstrates exemplary behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur.	The candidate demonstrates appropriate behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur.	The candidate is impatient or inflexible, lacks personal management skills and confidence.	No evidence provided.

2022.RA1.1f

AND

AND

InTASC-2017.10.c
NASDTEC-MCEE
2015.2

The candidate
effectively manages
personal emotions and
feelings and reacts
reasonably to
situations.

The candidate manages
personal emotions and
feelings and reacts
reasonably to
situations.

AND

AND

The candidate acts
confidently and
maturely taking
responsibility in
leadership.

The candidate acts
confidently and
maturely.

AND

The candidate
maintains enthusiasm
and passion for the
teaching profession and
views learning as a life-
long activity.

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

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

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

A (4.000	B (3.000	C (2.000	D	F
pts)	pts)	pts)	(1.000	(0.000
			pt)	pt)

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

What went well? Areas of strength?

Question Comments :

I am very impressed with Mallory's desire for feedback and how she positively responds to it. She learns from lessons that don't go as planned, making changes for upcoming lessons. She collaborates well not only with her cooperating teacher but also the entire third grade team. She has developed effective classroom management skills and effectively Biblically integrated throughout the day.

Possible opportunities for growth

Question Comments :

Candidate does not always leave with the class for end-of-day dismissal. I believe this is a great opportunity to connect with parents, and I would like this to be a goal of hers. This is due to a conflict with transporting her son to his part-time job. She and her cooperating teacher work very well on this, but she plans to be more intentional in the coming weeks.

Sectic

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	<i>Finali</i>
			0.00	

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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	
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Please provide a suggested letter grade to signify the candidate's overall performance and effort during the practicum. (1.000, 100.0%)	Final Required	A					Mallory has done a wonderful job of asking questions and seeking guidance to learn how a classroom can best suite the students. She works hard to never be a stagnant person in the room and is a very helpful asset to our class at ECS.
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Section Weight: 0%

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

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

Question Comments : ***Comment Required**

Mallory consistently demonstrated a strong understanding of our program's standards and objectives. She was professional, prepared, and attentive to detail, and her instruction aligned well with curriculum goals. She used feedback effectively, maintained high expectations, and applied thoughtful assessment and classroom management practices. Overall,

she met"and often exceeded"our expectations with her growth, initiative, and dedication.

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

Question Comments : *Comment Required

Mallory planned assessments that effectively measured learner understanding and gave students meaningful, age-appropriate ways to demonstrate their competence. Her assessments aligned well with the P"12 State Learning Standards, and she adjusted them thoughtfully based

on student needs and data. Overall, she met this standard with accuracy and professionalism.

	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

Mallory clearly articulated accurate learning targets and provided precise, understandable directions and explanations. She thoughtfully sequenced learning experiences so that each activity built logically on prior knowledge, guiding students toward the lesson's objectives.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
D. Checking for Understanding and Adjusting	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	
Instruction through Formative Assessment (1.000, 7.1%)				
CAEP-Initial- 2022.R1.3 InTASC- 2017.8.b				

Question Comments : *Comment Required

Mallory regularly checked for understanding throughout lessons using formative assessments and adjusted instruction based on student responses. She differentiated her teaching to meet the needs of the whole class and individual groups, ensuring all learners remained engaged and supported.

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

demonstration of
knowledge or skills

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

Mallory discussed and intentionally incorporated developmentally appropriate digital tools that directly supported the lesson's learning targets. She selected technology that was relevant and purposeful, and she used it to actively engage students in demonstrating their knowledge and 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%) 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
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Question Comments : *Comment Required

Mallory maintained a safe and respectful learning environment by establishing clear routines and smooth transitions that kept students focused and supported. She built constructive, positive relationships with learners and engaged them equitably, ensuring all students felt valued and included in classroom activities.

	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%) CAEP-Initial- 2022.R1.3 InTASC-2017.6.I	Uses data-informed decisions to design instruction and assessment	Uses minimal data to design instruction and assessment	Does not use data to design instruction and assessment	

Question Comments : *Comment Required

Mallory analyzed student data to inform instructional planning and assessment design. She used this information to tailor lessons and assessments, ensuring they addressed student needs and promoted meaningful learning outcomes. She noted recently how much change she has seen in struggling students in my room, and she's done a lot to help build their confidence.

	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	Provides minimal feedback that 1. Enables learners to recognize	Does not provide feedback OR Feedback does not enable learners to	
CAEP-Initial- 2022.R1.3	OR areas for improvement	strengths OR areas for improvement	recognize strengths OR areas	
InTASC-2017.6.d	AND Provides timely feedback	OR Feedback is provided in a somewhat timely fashion	for improvement OR Feedback is not provided in a timely fashion	

Question Comments : *Comment Required

Mallory provides clear, timely feedback that helps learners recognize both their strengths and areas for improvement. She routinely offers in-the-moment guidance during lessons, highlights specific successes, and gives actionable next steps that students can immediately apply. Her feedback is prompt, consistent, and focused on supporting continued growth.

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

Question Comments : ***Comment Required**

Mallory effectively evaluates and supports learning by using developmentally appropriate, formative assessment techniques. She routinely checks for understanding through questioning, and quick progress checks, adjusting instruction based on student needs. Her assessments are suited to the learners' developmental levels and provide ongoing data that guides next steps in instruction.

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

Question Comments : *Comment Required

Mallory clearly discusses and applies educational research and theory in her planning and instruction. She references relevant frameworks to justify instructional decisions and provides evidence of how research-based practices informs her teaching. Her reflections consistently demonstrate an understanding of how theory supports effective classroom practice.

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

Question Comments : *Comment Required

Mallory consistently reports on time for all scheduled experiences and reliably attends additional teacher engagements such as IEP meetings and team discussions as needed. They demonstrate professionalism, punctuality, and a strong commitment to participating in all required school activities.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
L. Meets Deadlines and	Meets deadlines and obligations established by the	Most of the time meets deadlines and obligations	Frequently misses deadlines or obligations	

Obligations (1.000, 7.1%)	cooperating teacher, instructor, and/or supervisor	established by the cooperating teacher, instructor, and/or supervisor	established by the cooperating teacher, instructor, and/or supervisor
CAEP-Initial- 2022.R1.4 InTASC-2017.9.o	AND Informs all stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	AND Informs some stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	AND/OR Does not inform stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence

Question Comments : ***Comment Required**

Mallory consistently meets deadlines and fulfills obligations established by her cooperating teacher, instructor, and supervisor. She communicates proactively with all stakeholders regarding any planned absences, demonstrating responsibility, professionalism, and reliability.

**Meets
Expectations
(2.000 pts)**

**Emerging (1.000
pt)**

**Does Not Meet
Expectations
(0.000 pt)**

**Meets
Expectations**

M. Collaboration (1.000, 7.1%)	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in planning and implementing instruction	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)
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Question Comments : *Comment Required

Mallory demonstrates strong collaborative relationships with her cooperating teacher and other members of the school community. She actively works with colleagues, seeks opportunities to learn from their

expertise, and contributes positively to 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%)	Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	Is receptive to feedback, constructive criticism, and supervision AND/OR Incorporates feedback inconsistently	Is not receptive to feedback, constructive criticism, and supervision AND/OR Does not incorporate feedback	
CAEP-Initial- 2022.R1.4 InTASC- 2017.9.n				

Question Comments : *Comment Required

Mallory is highly receptive to feedback, constructive criticism, and supervision, responding in a professional manner. She thoughtfully

incorporates feedback from her cooperating teacher and university supervisor to continually improve her teaching practice.

Section Weight: 0%

School Setting: Part A

Suburban

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

Question Comments :

Section Weight: 0%

In Person
Only

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

Question Comments :

Section Weight: 0%

Pre-SCRIP Dispositions Assessment Rubric

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

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

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%)	The candidate demonstrates a sense of fairness,	The candidate states that all students can learn	No evidence provided.	

CAEP-Initial- 2022.R1.4 CAEP- Revised-Advanced- 2022.RA1.1f	justice, and equity for all students	BUT the candidate's actions do not confirm the belief.
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InTASC-2017.9.m
NASDTEC-MCEE-
2015.3

Question Comments : *Comment Required

Mallory does a great job of treating all students with equality. She puts forth a lot of effort to show students she has genuine care and concern for their well-being and performance in class.

	Level 2: Met- Proficient (2.000 pts)	Level 1: Not Met- Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
B. Social Responsibility (1.000, 10.0%)	The candidate interacts effectively with students and/or teachers to provide a positive,	The classroom environment is lacking in positive affirmation, structure, OR safety.	No evidence provided.	

CAEP-Initial-
2022.R1.4 CAEP-
Revised-
Advanced-
2022.RA1.1f

structured,
safe learning
environment.

InTASC-2017.10.c
NASDTEC-MCEE-
2015.3

Question Comments : *Comment Required

Mallory interacts effectively with students and teachers, creating a positive, structured, and safe learning environment. She establishes clear routines, uses positive reinforcement, and collaborates well with colleagues to support student success.

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

Question Comments : *Comment Required

Mallory consistently follows through on commitments and takes responsibilities seriously. She meets deadlines reliably and approaches tasks with professionalism and attention to detail.

Level 2: Met-Proficient (2.000 pts)

Level 1: Not Met-Developing (1.000 pt)

Level 0: No Evidence (0.000 pt)

Level 2: Met - Proficient

D. Commitment (1.000, 10.0%)	The candidate shows the self-discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/ or leadership and supervision to occur.	The candidate's lack of planning, preparation, or organization hinders successful instruction or leadership. OR The candidate completes assigned tasks after the deadline.	No evidence provided.
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f			
InTASC-2017.9.k NASDTEC-MCEE-2015.1			
	AND The candidate completes assigned tasks on time.		

Question Comments : ***Comment Required**

Mallory demonstrates strong self-discipline and work ethic, consistently planning, preparing, and staying organized to ensure successful instruction. She completes all assigned tasks on time and approaches her responsibilities with care and professionalism.

	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

Mallory thoughtfully considers educational matters and teaching practices, making informed decisions that benefit student learning and classroom outcomes.

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

Question Comments : *Comment Required

Mallory carefully reflects on ideas and experiences before making thoughtful and intentional choices in her teaching.

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

Question Comments : *Comment Required

Mallory models good citizenship and consistently acts in an ethical and moral manner. She values honesty and integrity both inside and outside the classroom.

Level 2: Met-Proficient (2.000 pts)

Level 1: Not Met-Developing (1.000 pt)

Level 0: No Evidence (0.000 pt)

Level 2: Met-Proficient

H. Integrity (1.000, 10.0%)	The candidate demonstrates a positive commitment to consuming, creating, distributing, and communicating information through all technologies.	The candidate lacks professional discretion when consuming, creating, distributing, and/or communicating through the use of all technologies.	No evidence provided.
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f			
ISTE.2.3 ISTE.LDR.3 InTASC-2017.10.g			
NASDTEC-MCEE-2015.5			

Question Comments : ***Comment Required**

Mallory demonstrates a strong commitment to using technology effectively, thoughtfully consuming, creating, and sharing information to enhance learning and communication.

**Level 2: Met-
Proficient (2.000
pts)**

**Level 1: Not Met-
Developing
(1.000 pt)**

**Level 0: No
Evidence
(0.000 pt)**

**Level 2: Met
- Proficient**

I. Professionalism (1.000, 10.0%)	The candidate demonstrates appropriate behavior;	The candidate is impatient or inflexible, lacks personal	No evidence provided.
CAEP-Initial-2022.R1.4	possesses patience,	management skills	
CAEP-Revised-Advanced-2022.RA1.1f	self-control, and flexibility	and confidence.	
InTASC-2017.10.c	when obstacles or		
NASDTEC-MCEE-2015.2	difficult situations occur.		
	AND		
	The candidate		
	manages personal		
	emotions and		
	feelings and reacts		
	reasonably to		
	situations.		
	AND		
	The candidate acts		
	confidently and maturely.		

Question Comments : ***Comment Required**

Mallory demonstrates patience, self-control, and flexibility when challenges arise. She manages her emotions well, reacts thoughtfully to situations, and consistently acts with confidence and maturity.

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

Question Comments : *Comment Required

Mallory effectively communicates using the English language in both speech and writing, demonstrating clarity, professionalism, and strong language skills.

Pre-SCRIP Dispositions Assessment Rubric Comments : *Comment Required

Mallory approaches student needs and collaborations with parents and colleagues with professionalism, care, and integrity. She demonstrates a strong willingness to learn and adapt, readily adjusting her approach when strategies do not achieve the intended outcomes.

Overall Evaluation Comments

Comments: *Required

Mallory has excelled at both learning and applying new strategies effectively in my classroom this year. I am confident that she will thrive in any future teaching placement, demonstrating the skills and dedication necessary for success.

Evaluation Score Summary

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

[Back to Top](#)

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	
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Please provide a suggested letter grade to signify the candidate's overall performance and effort during the practicum. (1.000, 100.0%)	Final Required	A					
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Section Weight: 0%

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

aligned with each other AND Articulates objectives/targets that are appropriate for learners	loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners	are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners
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Question Comments : *Comment Required

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

Question Comments : *Comment Required

	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

	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

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

Question Comments : *Comment Required

	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%) 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

	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%) CAEP-Initial- 2022.R1.3 InTASC-2017.6.I	Uses data-informed decisions to design instruction and assessment	Uses minimal data to design instruction and assessment	Does not use data to design instruction and assessment	

Question Comments : *Comment Required

	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	Provides minimal feedback that 1. Enables learners to recognize strengths OR areas	Does not provide feedback OR Feedback does not enable learners to recognize strengths	

CAEP-Initial- 2022.R1.3 InTASC-2017.6.d	improvement AND Provides timely feedback	for improvement OR Feedback is provided in a somewhat timely fashion	OR areas for improvement OR Feedback is not provided in a timely fashion
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Question Comments : *Comment Required

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

Question Comments : *Comment Required

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

Question Comments : ***Comment Required**

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
K. Demonstrates Punctuality (1.000, 7.1%)	Reports on time for experience AND Additional teacher engagements (e.g.,	Inconsistently reports on time for experience AND/OR Additional teacher engagements (e.g.,	Does not report on time for experience AND/OR Additional teacher engagements (e.g., IEPs,	

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

IEPs, teacher
committees)

IEPs, teacher
committees)

teacher
committees)

Question Comments : *Comment Required

	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	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	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	

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prior to the absence

Question Comments : *Comment Required

	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	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 implementing
instruction

Question Comments : *Comment Required

	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%)	Is receptive to feedback, constructive criticism, supervision, and responds professionally AND incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	Is receptive to feedback, constructive criticism, and supervision AND/OR incorporates feedback inconsistently	Is not receptive to feedback, constructive criticism, and supervision AND/OR Does not incorporate feedback	
CAEP-Initial- 2022.R1.4 InTASC- 2017.9.n				

Question Comments : *Comment Required

Section Weight: 0%

School Setting: Part A

City

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

Question Comments :

Section Weight: 0%

In Person
Only

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

Question Comments :

Section Weight: 0%

Pre-SCRIP Dispositions Assessment Rubric

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

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

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%)	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	No evidence provided.	
CAEP-Initial- 2022.R1.4 CAEP-				

Revised-Advanced-
2022.RA1.1f

confirm the
belief.

InTASC-2017.9.m
NASDTEC-MCEE-
2015.3

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%)	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment.	The classroom environment is lacking in positive affirmation, structure, OR safety.	No evidence provided.	
CAEP-Initial- 2022.R1.4 CAEP- Revised- Advanced- 2022.RA1.1f				

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%)	The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines	The candidate makes commitments that he/she is unable to keep.	No evidence provided.	
CAEP-Initial- 2022.R1.4 CAEP- Revised- Advanced- 2022.RA1.1f				

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

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

Question Comments : *Comment Required

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

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

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
H. Integrity (1.000, 10.0%)	The candidate demonstrates a positive commitment to consuming, creating, distributing, and communicating information through	The candidate lacks professional discretion when consuming, creating, distributing, and/or communicating through the use of all technologies.	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f				

ISTE.2.3 ISTE.LDR.3 all
InTASC-2017.10.g technologies.

NASDTEC-MCEE-
2015.5

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%)	The candidate demonstrates appropriate behavior;	The candidate is impatient or inflexible, lacks personal	No evidence provided.	
CAEP-Initial-2022.R1.4	possesses patience,	management skills		
CAEP-Revised- Advanced-2022.RA1.1f	self-control, and flexibility	and confidence.		
InTASC-2017.10.c	when obstacles or			
NASDTEC-MCEE-2015.2	difficult situations occur.			
	AND			

The candidate
manages personal
emotions and
feelings and reacts
reasonably to
situations.

AND

The candidate acts
confidently and
maturely.

Question Comments : *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
J. Professionalism (1.000, 10.0%)	The candidate effectively uses the English language in speech and writing.	The candidate has many errors in written communication.	No evidence provided.	
CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced- 2022.RA1.1f				

Question Comments : *Comment Required

Pre-SCRIP Dispositions Assessment Rubric Comments : *Comment Required

Mallory taught, led small groups, and assisted in my classroom in every way this semester. She's formed relationships with my students and myself, as well as my teaching assistant. Her commitment to this career is clear, as evidenced by her consistency and devotion to this practicum.

Overall Evaluation Comments

Comments: *Required

Having Mallory in my classroom this semester has been a complete joy. I would trust Mallory to lead any student to success, and I know she would do so with kind and gracious character. She has an even and steady nature about her that students thrive with. I appreciate how she

delights in children and all of their quirks. Mallory is smart, adaptable, and a lifelong learner. She will make an outstanding educator.

Evaluation Score Summary

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

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