

Section 1/4: Planning and Preparation

1A. Focus for Learning: Standards and Objectives/Targets

(pre CPAST A: Planning for Instruction and Assessment)

- ☐ Meets Expectations: Plans align to appropriate P-12 state learning standards AND goals are measurable AND standards, objectives/targets, and learning tasks are consistently aligned with each other AND articulates objectives/targets that are appropriate for learners
- ☐ Emerging: Plans align to appropriate P-12 state learning standards AND/OR some goals are measurable AND/OR standards, objectives/targets, and learning tasks, are loosely or are not consistently aligned with each other AND/OR articulates some objectives/targets that are appropriate for learners
- ☐ Does not meet expectations: Plans do not align to the appropriate P-12 state learning standards AND/OR goals are absent or not measurable AND/OR standards, objectives/targets, and learning tasks are not aligned with each other AND/OR does not articulate objectives/targets that are appropriate for learners

1B. Assessment of P-12 Learning

(pre CPAST B: Planning for Instruction and Assessment)

- ☐ Meets Expectations: Planned assessments 1. Provide opportunities for learners to illustrate competence 2.Align with the P-12 state Learning Standards
- ☐ Emerging: Planned assessments 1. Provide opportunities for some learners to illustrate competence OR 2.Align with the P-12 state Learning Standards
- ☐ Does not meet expectations: Planned assessments 1. Are not included OR 2. Do not align with the P-12 state Learning Standard

1C. Data-Guided Instruction

(pre CPAST G: Assessment *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.)

- ☐ Meets Expectations: Uses data-informed decisions to design instruction and assessment
- ☐ Emerging: Uses minimal data to design instruction and assessment
- ☐ Does not meet expectations: Does not use data to design instruction and assessment

1D. Planning Content

- ☐ Meets Expectations: Demonstrates accurate content knowledge in plans
- ☐ Emerging: Some inaccuracies or underdeveloped content in plans

- ☐ Does Not Meet Expectations: Plans include consistently underdeveloped content knowledge

1E. Planning Developmentally Appropriate Lessons

- ☐ Meets Expectations: Planned content and strategies that are developmentally appropriate to the age, grade, and prior knowledge of students
- ☐ Emerging: Some planned content and/or strategies were not appropriate for students
- ☐ Does Not Meet Expectations: Most, or none of the planned content and/or strategies were appropriate for students

Planning and Preparation Summary

What overall rating reflects this student's ability to plan and prepare for instruction?

- ☐ Meets Expectations
- ☐ Emerging
- ☐ Does Not Meet Expectations

Section 2/4: The Classroom Environment

2A. Safe and Respectful Learning Environment (Classroom Management)

(pre CPAST F: Instructional Delivery)

- ☐ Meets Expectations: 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
- ☐ Emerging: 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 meet expectations: Does not manage a safe learning environment (i.e., insufficient classroom management) OR Does not establish constructive relationships to engage learners

2B. Manages Classroom Materials

(LE4, P1)

- ☐ Meets Expectations: Manages materials and supplies during instruction efficiently
- ☐ Emerging: Some management of materials and supplies during instruction was efficient
- ☐ Does Not Meet Expectations: Management of materials and supplies during instruction was disruptive

2C. Manages Classroom Procedures

(LE4, P1)

- ☐ Meets Expectations: Consistently uses instructional time appropriately and is able to manage both large and small groups
- ☐ Emerging: Sometimes uses instructional time appropriately and/or is able to manage both large and small groups
- ☐ Does Not Meet Expectations: Rarely uses instructional time appropriately and/or is unable to manage both large and small groups

Classroom Environment Summary

What overall rating reflects this student's ability to support a positive classroom environment?

- ☐ Meets Expectations
- ☐ Emerging
- ☐ Does Not Meet Expectations

Section 3/4: Instruction

3A. Learning Target and Directions

(pre-CPAST C: Instructional Delivery)

- ☐ Meets Expectations: Articulates an accurate and clear learning target AND Articulates accurate directions/explanations AND Sequences learning experiences appropriately
- ☐ Emerging: Articulates an inaccurate or unclear learning target AND/OR Articulates inaccurate directions/explanations
- ☐ Does not meet expectations: Does not articulate the learning target OR Does not articulate directions/ explanations

3B. Checking for Understanding and Adjusting Instruction through Formative Assessment

(pre-CPAST D: Instructional Delivery)

- ☐ Meets Expectations: Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)
- ☐ Emerging: Inconsistently checks for understanding during lessons using formative assessment AND Adjusts instruction accordingly, but adjustments may cause additional confusion
- ☐ Does not meet expectations: Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners' responses

3C. Digital Tools and Resources

(pre-CPAST E: Instructional Delivery)

- ☐ Meets Expectations: 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
- ☐ Emerging: Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson AND Technology is not available
- ☐ Does not meet expectations: 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

3D. Feedback to Learners

(pre-CPAST H: Assessment *Information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning.)

- ☐ Meets Expectations: Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement AND Provides timely feedback
- ☐ Emerging: 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 meet expectations: 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

3E. Assessment Techniques

(pre-CPAST I: Assessment)

- ☐ Meets Expectations: Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative
- ☐ Emerging: Assessment techniques are 1. Developmentally appropriate 2. Formative
- ☐ Does not meet expectations: Formative Assessment techniques are 1. Developmentally inappropriate OR Not used

3F. Content Instruction

- ☐ Meets Expectations: Demonstrates a variety of explanations and relevant learning activities AND is clear and articulate while teaching
- ☐ Emerging: Demonstrates some variety of explanations and relevant learning activities and is sometimes clear and articulate while teaching
- ☐ Does Not Meet Expectations: Does not demonstrate a variety of explanations and relevant learning activities OR is not clear and articulate while teaching

3G. Student Engagement

- ☐ Meets Expectations: Consistently demonstrates questioning and discussion techniques that engage students in learning
- ☐ Emerging: Sometimes demonstrates questioning and discussion techniques that engage students in learning
- ☐ Does Not Meet Expectations: Rarely demonstrates questioning and discussion techniques that engage students in learning

Instructional Skills Summary

What overall rating reflects this student's instructional skills?

- ☐ Meets Expectations
- ☐ Emerging
- ☐ Does Not Meet Expectations

Section 4/4: Professional Responsibilities and Dispositions

4A. Demonstrates Punctuality

(pre-CPAST K: Professional Commitment and Behaviors)

- ☐ Meets Expectations: Reports on time for experience AND Additional teacher engagements (e.g., IEPs, teacher committees)
- ☐ Emerging: Inconsistently reports on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)
- ☐ Does Not Meet Expectations: Does not report on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)

4B. Meets Deadlines and Obligations * to receive a meets in this category, all the 216 requirements must be met (outside observations, extra-curricular hours and PD sessions)

(pre CPAST L: Professional Commitment and Behaviors)

- ☐ Meets Expectations: Meets deadlines and obligations established by the cooperating teacher, instructor, and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence
- ☐ Emerging: Most of the time meets deadlines and obligations established by the cooperating teacher, instructor, and/or supervisor AND Informs some stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence
- ☐ Does Not Meet Expectations: Frequently misses deadlines or obligations established by the cooperating teacher, instructor, and/or supervisor AND/OR Does not inform stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence

4C. Collaboration

(pre-CPAST M: Professional Relationships)

- ☐ Meets Expectations: 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
- ☐ Emerging: Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)
- ☐ Does Not Meet Expectations: Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)

4D. Responds Positively to Feedback and Constructive Criticism

(pre-CPAST N: Critical Thinking and Reflective Practice)

- ☐ Meets Expectations: Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice
- ☐ Emerging: Is receptive to feedback, constructive criticism, and supervision AND/OR Incorporates feedback inconsistently
- ☐ Does Not Meet Expectations: Is not receptive to feedback, constructive criticism, and supervision AND/OR Does not incorporate feedback

4E. Connections to Research/Theory

(pre-CPAST J: Analysis of Teaching)

- ☐ Meets Expectations: Discusses and provides evidence of connections to educational research and/or theory
- ☐ Emerging: Mentions connections to educational research and/or theory
- ☐ Does Not Meet Expectations: No connections OR inaccurate connections to educational research and/or theory

Professional Dispositions and Responsibilities Summary

What overall rating reflects this student's professionalism?

- ☐ Meets Expectations
- ☐ Emerging
- ☐ Does Not Meet Expectations

OVERALL COMMENTS