

Candidate Preservice Assessment of Student Teaching
Training Slides

University Based Clinical Educator

Candidate and School Based Clinical Educator (Cooperating Teacher)

Training Chapter for the Advanced Field Experience Form (Pre-CPAST* Form)

Developed by the VARI-EPP* Collaboration

*Valid and Reliable Instruments for Educator Preparation Programs

*CPAST = Candidate Preservice Assessment of Student Teaching, used during student teaching.

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Learning Objectives

In this chapter, you will:

Learn the Advanced Field Experience Form: Sections, Levels of Performance, Formatting, Scoring, and Resources

Learn the purpose of the Three-Way Conference

Learn the timing of the Three-Way Conference

Learn how to prepare for the Three-Way Conference

Examine examples of interactions that may occur during the Conference

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Advanced Field Experience Form Sections: Pedagogy & Dispositions

Unmet	Emerging	Meets	Exceeds
A. Planning for instruction and assessment	A. Classroom Assessment	A. Instructional Strategies and Delivery	A. Instructional Strategies and Delivery
B. Planning for instruction and assessment	B. Classroom Assessment	B. Instructional Strategies and Delivery	B. Instructional Strategies and Delivery
C. Planning for instruction and assessment	C. Classroom Assessment	C. Instructional Strategies and Delivery	C. Instructional Strategies and Delivery
D. Planning for instruction and assessment	D. Classroom Assessment	D. Instructional Strategies and Delivery	D. Instructional Strategies and Delivery
E. Planning for instruction and assessment	E. Classroom Assessment	E. Instructional Strategies and Delivery	E. Instructional Strategies and Delivery
F. Planning for instruction and assessment	F. Classroom Assessment	F. Instructional Strategies and Delivery	F. Instructional Strategies and Delivery
G. Planning for instruction and assessment	G. Classroom Assessment	G. Instructional Strategies and Delivery	G. Instructional Strategies and Delivery
H. Planning for instruction and assessment	H. Classroom Assessment	H. Instructional Strategies and Delivery	H. Instructional Strategies and Delivery
I. Planning for instruction and assessment	I. Classroom Assessment	I. Instructional Strategies and Delivery	I. Instructional Strategies and Delivery
J. Planning for instruction and assessment	J. Classroom Assessment	J. Instructional Strategies and Delivery	J. Instructional Strategies and Delivery
K. Planning for instruction and assessment	K. Classroom Assessment	K. Instructional Strategies and Delivery	K. Instructional Strategies and Delivery
L. Planning for instruction and assessment	L. Classroom Assessment	L. Instructional Strategies and Delivery	L. Instructional Strategies and Delivery
M. Planning for instruction and assessment	M. Classroom Assessment	M. Instructional Strategies and Delivery	M. Instructional Strategies and Delivery
N. Planning for instruction and assessment	N. Classroom Assessment	N. Instructional Strategies and Delivery	N. Instructional Strategies and Delivery
O. Planning for instruction and assessment	O. Classroom Assessment	O. Instructional Strategies and Delivery	O. Instructional Strategies and Delivery
P. Planning for instruction and assessment	P. Classroom Assessment	P. Instructional Strategies and Delivery	P. Instructional Strategies and Delivery
Q. Planning for instruction and assessment	Q. Classroom Assessment	Q. Instructional Strategies and Delivery	Q. Instructional Strategies and Delivery
R. Planning for instruction and assessment	R. Classroom Assessment	R. Instructional Strategies and Delivery	R. Instructional Strategies and Delivery
S. Planning for instruction and assessment	S. Classroom Assessment	S. Instructional Strategies and Delivery	S. Instructional Strategies and Delivery
T. Planning for instruction and assessment	T. Classroom Assessment	T. Instructional Strategies and Delivery	T. Instructional Strategies and Delivery
U. Planning for instruction and assessment	U. Classroom Assessment	U. Instructional Strategies and Delivery	U. Instructional Strategies and Delivery
V. Planning for instruction and assessment	V. Classroom Assessment	V. Instructional Strategies and Delivery	V. Instructional Strategies and Delivery
W. Planning for instruction and assessment	W. Classroom Assessment	W. Instructional Strategies and Delivery	W. Instructional Strategies and Delivery
X. Planning for instruction and assessment	X. Classroom Assessment	X. Instructional Strategies and Delivery	X. Instructional Strategies and Delivery
Y. Planning for instruction and assessment	Y. Classroom Assessment	Y. Instructional Strategies and Delivery	Y. Instructional Strategies and Delivery
Z. Planning for instruction and assessment	Z. Classroom Assessment	Z. Instructional Strategies and Delivery	Z. Instructional Strategies and Delivery

Pedagogy Rows 4 sub-sections

Dispositions Rows 3 sub-sections

The Form rows are subject to OSTP, CAEP, & InTASC Standards

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Advanced Field Experience Form: Row Structure

There are three levels of performance

Item	Meets Expectations	Emerging	Does Not Meet Expectations
1. Area for Learning Objectives	Plan, teach, and assess all learning objectives	Plan, teach, and assess 7-8 learning objectives	Plan or teach only 5-6 learning objectives
2. Area for Dispositions	Meet all dispositions	Meet most dispositions	Meet some dispositions
3. Area for Professionalism	Exceeds expectations	Meets expectations	Does not meet expectations

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What if the consensus score is 'Does not meet' or 'Emerging' on a row?

A consensus score of 'Does not meet' or 'Emerging' alerts the team that the teacher candidate:

- Needs to focus on that specific area during their future student teaching; and
- Needs support and resources from the university supervisor and cooperating teacher during their future student teaching.

Support	Example
Suggesting resources	Readings, articles
Reflection questions	Post-conference questions related to the area for improvement
Providing opportunities	For the student teacher to demonstrate competence
Co-teaching	To model and support

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Advanced Field Placement Form Formatting: AND/OR, Lists

A teacher candidate must provide evidence for ALL descriptors in a level of performance in order to earn the column rating.

Item	Meets Expectations	Emerging	Does Not Meet Expectations
1. Professionalism	Exceeds expectations	Meets expectations	Does not meet expectations
2. Professionalism	Exceeds expectations	Meets expectations	Does not meet expectations
3. Professionalism	Exceeds expectations	Meets expectations	Does not meet expectations

This short video explains the use of enumerated lists in the Form's Rows. (Note: The example is from the Candidate Preservice Assessment of Student Teaching [CPAST] Form)

<https://youtu.be/YDkqZiONos>

If a teacher candidate consistently "demonstrates collaborative relationships with the CI..."

But does not "Attempt to work with and learn from colleagues..."

He or she should not earn "Meets Expectations" on this row.

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Advanced Field Placement Form Scoring: Special Notes



A score of "not applicable" is not an option for any row

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Advanced Field Placement Form Resources: "Look Fors" Document

- The Look Fors document is intended to assist the teacher candidate, cooperating teacher and university supervisor in determining a score and provide suggestions for possible sources of evidence, as well as further elaboration of the characteristics for each level of performance.

Level	Characteristics	Sources of Evidence
1	Partially demonstrated	Partial observation of student performance
2	Competently demonstrated	Observation of student performance
3	Proficiently demonstrated	Observation of student performance

WHY is it used?
The "Look Fors" document is intended to:
• reduce confusion and
• promote inter-rater reliability of the form (i.e., all users are using the form to evaluate candidates the same way).

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What is the Three-Way Conference?

- The meeting includes the university supervisor, the cooperating teacher (mentor), and the teacher candidate; Ensures the perspectives of each member of the team are taken into consideration when evaluating the teacher candidate using the Advanced Field Placement Form; Occurs at the end of the semester.



The Three-Way Conference

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How should each participant prepare for the conference?

Each team member involved in the evaluation process should bring:
• a suggested score
• evidence to support his/her score

Level	Characteristics	Sources of Evidence
1	Partially demonstrated	Partial observation of student performance
2	Competently demonstrated	Observation of student performance
3	Proficiently demonstrated	Observation of student performance

In addition to self-assessing his/her progress the Teacher Candidate should:
• complete the "Goals" section of the Advanced Field Placement Form
• refine his/her goals after discussing them with the US and CT at the Three-Way Conference

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Let's look at what conversations may look like in two mock Three-Way Conferences.

Note: Examples are focused on a Student Teaching Experience.

Situation	Website Link
Example #1: A team member indicating s/he has not had an opportunity to observe the teacher candidate demonstrating evidence for a specific skill	https://youtu.be/A39K0YJmYQ
Example #2: The teacher candidate indicating he has not had the opportunity to demonstrate a particular skill	https://youtu.be/MAMT3BRMyw

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This is the end of the training chapter. Thank you for taking the time to review the content. If you have any questions, please consult a University Supervisor or your program contact for more details. We wish you a successful semester!

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Cooperating Teacher and Student Teacher Training Chapter for the Candidate Preservice Assessment for Student Teachers (CPAST) Form

Developed by the VARI-EPP*
Collaboration

*Valid and Reliable Instruments for Educator Preparation Programs

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Learning Objectives

In this chapter, you will:

- Learn the CPAST Form Sections, Row Structure, Levels of Performance, Formatting, Scoring, and Resources
- Learn the purpose of the Three-Way Conference
- Learn the timing of the Three-Way Conference
- Learn how to prepare for the Three Way Conference
- Examine examples of interactions that may occur during the Conference

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CPAST Form Sections: Pedagogy & Dispositions

Primary	Advanced	Exceptional	Emerging
1. Planning for Instruction and Assessment	2. Instructional Strategies and Learning Environments	3. Assessment of Learning	4. Instructional Strategies
5. Content Knowledge	6. Pedagogical Content Knowledge	7. Pedagogical Leadership	8. Professionalism and Ethical Practice
9. Communication and Collaboration	10. Cultural Understanding and Responsiveness	11. Leadership	12. Professionalism and Ethical Practice

CPAST rows are aligned to OSTP, CAEP, & INASC standards

Pedagogy Rows & Subsections

Dispositions Rows & Subsections

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CPAST Form: Row Structure

There are four levels of performance

Row	Primary	Advanced	Exceptional	Emerging	Score
A. Instructional Planning for Instruction and Assessment	1. Plan and prepare to teach to meet the needs of all learners	2. Plan and prepare to teach to meet the needs of all learners	3. Plan and prepare to teach to meet the needs of all learners	4. Plan and prepare to teach to meet the needs of all learners	
B. Instructional Strategies and Learning Environments	1. Plan and prepare to teach to meet the needs of all learners	2. Plan and prepare to teach to meet the needs of all learners	3. Plan and prepare to teach to meet the needs of all learners	4. Plan and prepare to teach to meet the needs of all learners	
C. Assessment of Learning	1. Plan and prepare to teach to meet the needs of all learners	2. Plan and prepare to teach to meet the needs of all learners	3. Plan and prepare to teach to meet the needs of all learners	4. Plan and prepare to teach to meet the needs of all learners	
D. Instructional Strategies	1. Plan and prepare to teach to meet the needs of all learners	2. Plan and prepare to teach to meet the needs of all learners	3. Plan and prepare to teach to meet the needs of all learners	4. Plan and prepare to teach to meet the needs of all learners	

Each row receives a whole number score

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CPAST Form Levels of Performance: Does Not Meet Expectations & Emerging

Does Not Meet Expectations (0)	Emerging (1)	Meets Expectations (2)	Exceeds Expectations (3)
Does not address the area of the standard and assessment	Does not address the area of the standard and assessment	Addresses the area of the standard and assessment	Exceeds the area of the standard and assessment

NOTE: At the mid-term evaluation, most student teachers will earn a "0" or "1" in some areas.

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What if the midterm consensus score is '0' or '1' on a row?

- A consensus score of a "1" or "0" alerts the team that the student teacher:
 - Needs to focus on that specific area; and
 - Needs support and resources from the university supervisor and cooperating teacher.

The cooperating teacher and university supervisor are obligated to support the student teacher.

Support	Example
Suggesting resources	Readings, articles
Reflection questions	Post conference questions related to the area for improvement
Providing opportunities	For the student teacher to demonstrate competence
Co-teaching	To model and support

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CPAST Form Levels of Performance: Meets Expectations

"Meets Expectations" indicates a student teacher is proficient at a given skill and has demonstrated he or she is able to independently use that skill in a P-12 classroom at the level expected of an entry-level teacher.

Item	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Does Not Meet Expectations (2 points)
1. Plans and prepares lessons, units, and/or projects that are aligned to state and/or local goals for student performance and achievement.	Plans and prepares lessons, units, and/or projects that are aligned to state and/or local goals for student performance and achievement.	Plans and prepares lessons, units, and/or projects that are aligned to state and/or local goals for student performance and achievement.	Plans and prepares lessons, units, and/or projects that are aligned to state and/or local goals for student performance and achievement.

EXAMPLE: To earn this score on row 1, a student teacher needs to demonstrate a skill in a P-12 classroom, to design instruction and assessment, AND demonstrate evidence of this skill to the supervisor. For collecting and organizing that data.

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CPAST Form Levels of Performance: Exceeds Expectations

Exceeds Expectations = ROCK STAR!!

This level represents performance beyond what is expected for a beginning teacher



Student teachers will earn few, if any, "Exceeds Expectations" (similar to OTES)

- Midterm: Extraordinary occurrence
- Final: Few, if any, "Exceeds Expectations"

Are there exceptions?

For some dispositions (e.g., punctuality and meets deadlines), candidates may have a score of a "3" at both midterm and final.

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CPAST Form Scoring: Special Notes



- A score of "not applicable" is not an option for any row
- Raters are
 - strongly discouraged from lowering scores at the midterm conference or inflating scores at the final conference simply to show growth
- Although a student teacher will likely show growth in some areas assessed by the form, it is expected a student teacher will
 - earn consistent scores in some rows at the midterm and final

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CPAST Formatting: AND/OR, Lists

A student teacher must provide evidence for ALL descriptors in a level of performance in order to earn the column rating.

Item	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Does Not Meet Expectations (2 points)
1. Plans and prepares lessons, units, and/or projects that are aligned to state and/or local goals for student performance and achievement.	Plans and prepares lessons, units, and/or projects that are aligned to state and/or local goals for student performance and achievement.	Plans and prepares lessons, units, and/or projects that are aligned to state and/or local goals for student performance and achievement.	Plans and prepares lessons, units, and/or projects that are aligned to state and/or local goals for student performance and achievement.

This short video explains the use of enumerated lists in the CPAST Form's Rows.

<https://youtu.be/YDkafzIQNos>

If a student teacher consistently communicates accurate directions for activities to learners AND sequences learning experiences appropriately, But does not communicate accurate learning targets - he or she should not earn a 2 on this row.

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CPAST Resources: "Look Fors" Document

- The Look Fors document is intended to
 - assist the student teacher, cooperating teacher and university supervisor in determining a score and
 - provide suggestions for possible sources of evidence, as well as further elaboration of the characteristics for each level of performance.

Item	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Does Not Meet Expectations (2 points)
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WHY is it used?
The 'Look Fors' document is intended to:

- reduce confusion; and
- promote inter-rater reliability of the form. [i.e., all users are using the form to evaluate student teachers the same way].

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What is the Three-Way Conference?

- The meeting
 - Includes the university supervisor, the cooperating teacher (mentor), and the student teacher (intern).
 - Ensures the perspectives of each member of the team are taken into consideration when evaluating the student teacher using the CPAST Form.
 - Occurs twice: Formative Mid-term and Summative Final



The Three-Way Conference

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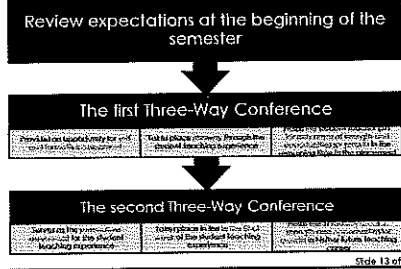
When does the Three-Way Conference occur?

The CPAST Form is intended to:

- Accurately reflect the ST performance at the middle and the end of the student teaching experience.

- Provide formative feedback to the student teacher.

The CPAST Form is used: At any time during the student teaching experience, but it may be particularly useful in preparing for the midterm and final Three-Way Conferences.



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How should each participant prepare for the conference?

Each team member involved in the evaluation process should bring:

- a prepared agenda
- evidence to support their notes

Item	Student Expectations (Student)	Supervisor Expectations (Supervisor)	University Expectations (University)	Other (Other)
1. Student will use a variety of developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	1. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	1. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	1. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	1. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).
2. Student will use a variety of developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	2. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	2. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	2. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	2. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).
3. Student will use a variety of developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	3. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	3. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	3. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	3. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).
4. Student will use a variety of developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	4. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	4. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	4. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	4. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).
5. Student will use a variety of developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	5. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	5. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	5. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).	5. Supervisor will use developmental strategies (e.g., direct instruction, modeling, guided practice, and independent practice).

In addition to self-assessing his/her progress the Student Teacher should:

- complete the "Goals" section of the CPAST Form
- refine his/her goals after discussing them with the US and CT at the Three-Way Conference

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Let's look at what conversations may look like in two mock Three-Way Conferences.

Situation	Website Link
Example #1: A team member indicating s/he has not had an opportunity to observe the student teacher demonstrating evidence for a specific skill	https://www.youtube.com/watch?v=1A1728814rs
Example #2: The ST indicating s/he has not had the opportunity to demonstrate a particular skill	https://www.youtube.com/watch?v=1A1728814rs

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This is the end of the training chapter. Thank you for taking the time to review the content. If you have any questions, please consult a University Supervisor or your program contact for more details. We wish you a successful semester!

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