

TABLE OF CONTENTS

CANDIDATE PRESERVICE ASSESSMENT OF STUDENT TEACHING.....	1
CPAST FORM SUMMARY	11
CROSSWALK: edTPA & CPAST FORM.....	16

Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP) Candidate Preservice Assessment of Student Teaching (CPAST)

Rubric and assignments may not be shared without permission

- [Pedagogy](#) Evaluation
- [Dispositions](#) Evaluation
- [Goals](#)

Pedagogy	Alignment	Dispositions	Alignment
Planning for Instruction and Assessment		Professional Commitment and Behaviors	
A. Focus for Learning: Standards and Objectives/Targets	InTASC 7a	N. Participates in Professional Development	
B. Materials and Resources	InTASC 7b	O. Demonstrates Effective Communication with Parents or Legal Guardians	InTASC 10d
C. Assessment of P-12 Learning	InTASC 6b	P. Demonstrates Punctuality	InTASC 9o
D. Differentiated Methods	InTASC 2c	Q. Meets Deadlines and Obligations	InTASC 9o
		R. Preparation	InTASC 3d
Instructional Delivery		Professional Relationships	
E. Learning Target and Directions	InTASC 7c	S. Collaboration	InTASC 10b
F. Critical Thinking	InTASC 5d	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	InTASC 10j
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	InTASC 8b	Critical Thinking and Reflective Practice	
H. Digital Tools and Resources	CAEP 1.5	U. Responds Positively to Constructive Criticism	InTASC 9n
I. Safe and Respectful Learning Environment	InTASC 3d		
Assessment			
J. Data-Guided Instruction	CAEP 2.3		
K. Feedback to Learners	InTASC 6d		
L. Assessment Techniques	InTASC 7d		
Analysis of Teaching			
M. Connections to Research and Theory	CAEP 1.2		

Pedagogy Evaluation

Student Teacher: _____

University Supervisor: _____

Cooperating Teacher/s: _____

Semester: _____ Date: _____

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

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

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

At the Mid-term 3-way conference

- 1) Goals are set for the remainder of the student teaching experience
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference

- 1) Suggestions and comments are made to assist in the transition to teaching role
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the "[Glossary](#)" and the "[Look Fors](#)" document.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Planning for Instruction and Assessment					
A. Focus for Learning: Standards and Objectives/Targets	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets , and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/ targets , and learning tasks <i>are consistently aligned</i> with each other AND Articulates objectives/targets that are appropriate for learners	Plans <i>align</i> to appropriate P-12 state learning standards AND/OR <i>Some goals</i> are measurable AND/OR Standards, objectives/targets , and learning tasks, <i>are loosely or are not consistently</i> aligned with each other AND/OR Articulates <i>some objectives/targets</i> that are appropriate for learners	Plans <i>do not align</i> to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets , and learning tasks <i>are not aligned</i> with each other AND/OR <i>Does not</i> articulate objectives/targets that are appropriate for learners	—
B. Materials and Resources	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners 3. <i>Encourage individualization of learning</i>	Uses a <i>variety of materials and resources</i> that 1. Align with <i>all</i> objectives/targets 2. <i>Make content relevant to learners</i>	Uses materials and resources that <i>align</i> with <i>some of the</i> objectives/targets	Materials and resources do not align with objectives/targets	—
C. Assessment	Plans a variety of assessments that	Plans a <i>variety of assessments</i> that	Planned assessments	Planned assessments 1. <i>Are not included</i>	—

<p>of P-12 Learning</p>	<p>1. Provide opportunities for learners of <i>varying abilities</i> 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. <i>Promote learner growth</i></p>	<p>1. Provide opportunities for <i>learners</i> to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. <i>Are culturally relevant and draw from learners' funds of knowledge</i></p>	<p>1. <i>Provide opportunities for some learners to illustrate competence (whole class)</i> 2. <i>Align with the appropriate P-12 state learning standards</i></p>	<p>OR 2. <i>Do not align</i> with the appropriate P-12 state learning standards</p>	
<p>D. Differentiate d Methods</p>	<p>Lessons make meaningful and culturally relevant connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners</p>	<p>Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible and relevant for learners</p>	<p>Lessons <i>make an attempt to build on, but are not completely successful at</i> connecting to 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND Differentiation of instruction is minimal AND <i>Organizes instruction to ensure content is comprehensible for learners</i></p>	<p>Lessons <i>do not build on</i> or connect to learners' prior knowledge AND/OR Explanations given <i>are illogical or inaccurate</i> as to how the content connects to previous and future learning AND/OR Differentiation of instruction is absent</p>	<p>_____</p>
Instructional Delivery					
<p>E. Learning Target and Directions</p>	<p>Articulates accurate and <i>coherent learning targets</i> AND Articulates accurate directions/explanations throughout the lesson AND Sequences learning experiences appropriately</p>	<p>Articulates an <i>accurate learning target</i> AND Articulates <i>accurate directions/ explanations</i> AND <i>Sequences learning experiences appropriately</i></p>	<p><i>Articulates an inaccurate learning target</i> AND/OR <i>Articulates inaccurate directions/explanations</i></p>	<p><i>Does not articulate the learning target</i> OR <i>Does not articulate directions/ explanations</i></p>	<p>_____</p>
<p>F. Critical Thinking</p>	<p><i>Engages learners in critical thinking in local and/or global contexts</i> that 1. Fosters problem solving 2. Encourages conceptual connections 3. <i>Challenges assumptions</i></p>	<p><i>Engages learners in critical thinking</i> that 1. Fosters problem solving 2. Encourages conceptual connections</p>	<p><i>Introduces AND/OR models critical thinking</i> that 1. Fosters problem solving 2. Encourages conceptual connections</p>	<p><i>Does not introduce AND/OR model critical thinking</i> that 1. Fosters problem solving 2. Encourages conceptual connections</p>	<p>_____</p>
<p>G. Checking for Understanding and Adjusting</p>	<p>Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment AND</p>	<p>Checks for understanding (whole class/group) during lessons using formative assessment AND</p>	<p><i>Inconsistently checks for understanding</i> during lessons using formative assessment</p>	<p><i>Does not check for understanding</i> during lessons using formative assessment OR</p>	<p>_____</p>

Instruction through Formative Assessment	Differentiates through <i>planned and responsive adjustments</i> (whole class/group and <i>individual learners</i>)	Differentiates through adjustments to instruction (whole class/group)	AND Adjusts instruction accordingly, but adjustments may cause additional confusion	<i>Does not make any adjustments</i> based on learners' responses	
H. Digital Tools and Resources	Discusses AND uses <i>a variety of developmentally appropriate technologies (digital tools and resources)</i> that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. <i>Extend learners' understanding of concepts</i>	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. <i>Engage learners in the demonstration of knowledge or skills</i>	<i>Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson</i> AND Technology is not available	One of the following: A. <i>Does not use technologies (digital tools and resources)</i> to engage learners AND Technology is available in the setting OR B. Use of technologies is <i>not relevant</i> to the learning objectives/ targets of the lesson OR C. <i>Does not discuss technologies</i> AND <i>Technology is not available</i> in the setting	—
I. Safe and Respectful Learning Environment	<i>Actively involves learners to create and manage a safe and respectful learning environment</i> through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	<i>Manages a safe and respectful learning environment</i> through the use of routines and transitions AND <i>Establishes and promotes</i> constructive relationships to equitably engage learners AND <i>Uses research-based</i> strategies to maintain learners' attention (individual and whole group)	<i>Attempts to manage a safe learning environment through the use of routines and transitions</i> AND/OR <i>Attempts to establish</i> constructive relationships to engage learners AND/OR <i>Attempts to use</i> constructive strategies to maintain learners' attention (individual and whole group)	<i>Does not manage a safe learning environment</i> OR <i>Does not establish</i> constructive relationships to engage learners OR <i>Does not use</i> constructive strategies to maintain learners' attention (individual and whole group)	—
Assessment					
J. Data-Guided Instruction	Uses data-informed decisions (<i>trends and patterns</i>) to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner data record-keeping and analysis	Uses data-informed decisions to design instruction and assessment AND <i>Uses contemporary tools for learner data record-keeping</i>	<i>Uses minimal data</i> to design instruction and assessment	<i>Does not use data</i> to design instruction and assessment	—
K. Feedback to Learners	Provides feedback that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is <i>individualized</i>	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is <i>comprehensible</i> 3. Is <i>descriptive</i>	<i>Provides minimal feedback</i> that 1. <i>Enables</i> learners to recognize strengths OR areas for improvement OR	<i>Does not provide feedback</i> OR Feedback does not enable learners to recognize strengths OR areas for improvement OR	—

	AND Provides timely feedback , <i>guiding learners on how to use feedback to monitor their own progress</i>	AND Provides <i>timely feedback</i>	Feedback is provided in a <i>somewhat</i> timely fashion	Feedback is <i>not provided</i> in a timely fashion	
L. Assessment Techniques	Evaluates and supports learning through assessment techniques that are 1. <u>Developmentally appropriate</u> 2. Formative AND <u>summative</u> 3. <u>Diagnostic</u> 4. <i>Varied</i>	<i>Evaluates and supports learning through assessment techniques</i> that are 1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are 1. Developmentally <i>appropriate</i> 2. <i>Formative OR summative</i>	Assessment techniques are 1. Developmentally <i>inappropriate</i> OR <i>Not used</i>	—

<u>Analysis</u> of Teaching					Row Score
M. Connections to Research and Theory	Discusses, provides <u>evidence</u> of, and <i>justifies</i> connections to educational research and/or theory AND <i>Uses research and/or theory to explain their P-12 learners' progress</i>	<i>Discusses and provides evidence of</i> connections to educational research and/or theory	<i>Mentions</i> connections to educational research and/or theory	<i>No connections OR inaccurate connections</i> to educational research and/or theory	—

Professional Dispositions Evaluation

What are dispositions? The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

What else should a teacher candidate know? It is the student teacher's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors.

REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Professional Commitment and Behaviors					
N. Participates in Professional Development (PD)	Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD AND <i>Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching</i>	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference) AND <i>Provides evidence of an increased understanding of the teaching profession as a result of the PD</i>	<i>Participates in at least one professional development opportunity</i> (e.g. workshop, seminar, attending a professional conference)	<i>Does not participate</i> in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)	—

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
O. Demonstrates Effective Communication with Parents or Legal Guardians	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND</p> <p>Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</p> <p>AND</p> <p><i>Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</i></p>	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND</p> <p><i>Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</i></p>	<p><i>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</i></p>	<p><i>Does not provide evidence of communication with parents or legal guardians</i></p>	<p>—</p>
P. Demonstrates Punctuality	<p>Reports on time <i>or early</i> for daily student teaching</p> <p>AND</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Reports on time</i> for daily student teaching</p> <p>AND</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Inconsistently reports</i> on time for daily student teaching</p> <p>AND/OR</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Does not report</i> on time for student teaching</p> <p>AND/OR</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p>—</p>
Q. Meets Deadlines and Obligations	<p>Meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p>Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p>Provides clear and complete directions and lessons for substitutes/cooperating teacher <i>without reminders</i></p>	<p><i>Meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p>Informs <i>all</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p>Provides <i>clear and complete</i> directions and lessons for substitutes/cooperating teacher</p>	<p><i>Most of the time meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p><i>Informs some</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p><i>Provides incomplete</i> directions and lessons for substitutes/cooperating teacher</p>	<p><i>Frequently misses deadlines or obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND/OR</p> <p><i>Does not inform</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND/OR</p> <p><i>Does not provide</i> directions and lessons for substitutes/cooperating teacher</p>	<p>—</p>

R. Preparation	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized AND <i>Prepared for the unexpected and flexible</i>	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized	<i>Not consistently prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are easily accessible OR organized	<i>Not prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are <i>not</i> organized NOR easily accessible	<hr/>
Professional Relationships					
S. Collaboration	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Works with</i> and learns from colleagues in planning and implementing instruction <i>to meet diverse needs of learners</i>	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Attempts to work with and learn from colleagues in planning and implementing instruction</i>	<i>Demonstrates collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	<i>Does not demonstrate collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	<hr/>
T. <u>Advocacy</u> to Meet the Needs of Learners or for the Teaching Profession	Recognizes and articulates specific areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) AND <i>Takes action(s) based upon identified needs, while following district protocols</i>	Recognizes and <i>articulates specific</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<i>Recognizes</i> areas in need of advocacy, but cannot articulate the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<i>Does not recognize</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<hr/>
Critical Thinking and Reflective Practice					
U. Responds Positively to Feedback and Constructive Criticism	Is receptive to feedback, constructive criticism , supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice AND <i>Proactively seeks opportunities for feedback from other professionals</i>	Is receptive to feedback, constructive criticism , supervision, and <i>responds professionally</i> AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) <i>to improve practice</i>	Is receptive to feedback, constructive criticism , and supervision AND/OR <i>Incorporates feedback inconsistently</i>	<i>Is not</i> receptive to feedback, constructive criticism , and supervision AND/OR <i>Does not incorporate feedback</i>	<hr/>
What went well? Areas of strength?					
Possible opportunities for growth					

--	--

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
<i>L. Assessment: Feedback to Learners</i>	<i>I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process.</i>
	<i>I will focus on “quick and quiet” feedback. I will prepare feedback ahead of time using data</i>
	1.
	2.

Comments

Glossary of Terms

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

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

Assessment: "Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement."¹

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

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

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

Culturally Relevant: Incorporating the tenets of culturally relevant/responsive teaching (i.e., "teachers create a bridge between students' home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology."³)

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."⁴

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.⁵

Diagnostic Assessment: (Also known as "pre-assessment") "Involves the gathering and careful evaluation of detailed data using students' knowledge and skills in a given learning area."⁶

Differentiation of Instruction: "To respond to variance among learners" (e.g., learners with exceptional needs, second language learners, gifted learners) by modifying "content, and/or process, and/or products, and/or the learning environment" according to learners' "readiness, interest, or learning profile."⁷

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 instruction⁸

Feedback: "Information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning."⁹

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

Fosters: To promote the growth or development of, encourage.¹⁰

Funds of Knowledge: "Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being."¹¹

Goals: See definition for "Measurable Goals."

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

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

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

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

Mentor Teachers: See definition for "Cooperating Teachers."

Objectives/Targets: P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.¹³

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.

¹ Arizona K12 Center. (2012). *Standards continuum guide for reflective teaching practice*. Northern Arizona University

³ <http://www.learnnc.org/lp/pages/4474#note1>

⁴ <http://www.clrn.org/elar/dddm.cfm#A>

⁵ Stevens, S., Shin, N., & Krajcik, J. (2009, June). Towards a Model for the Development of an Empirically Tested Learning Progression. Paper presented at the Learning Progressions in Science (LeaPS) Conference, Iowa City, IA.

⁶ <http://www.education.nt.gov.au/parents-community/assessment-reporting/diagnostic-assessments/diagnostic-assessments>

⁷ Carol Ann Tomlinson <http://www.ericdigests.org/2001-2/elementary.html>

⁸ Stanford Center for Assessment, Learning and Equity (SCALE). (2015). *edTPA world language assessment handbook*. Board of Trustees of the Leland Stanford Junior University.

⁹ Shute, V.J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153-189.

¹⁰ Merriam Webster Dictionary (<http://www.merriam-webster.com/dictionary/foster>)

¹¹ Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 132-141.

¹³ <https://www.csun.edu/science/courses/555/pact/glossary.html>

Research: "The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge."¹⁴

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

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

Summative Assessment: "Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met."¹⁵

Targets: See definition for 'Objectives/Targets.'

Technologies: See definition for 'Digital Tools.'

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

Form developed by:

The Ohio State University: Beickelman, F., Bendixen-Noe, M., Bode, P., Brownstein, E., Day, K., Fresch, M., Kaplan, C., Warner, C. and Whittington, M.	Bowling Green State University: Gallagher, D. University of Toledo: Stewart, V. University of Akron: Jewell, W. Ohio University: C. Patterson	Cleveland State University: Price, A., Crell, A. Wilmington College: Hendricks, M Wright State University: Kahrig, T. Kent State University: Arhar, J., Turner, S.	Wittenberg University: Brannan, S., Whitlock, T. University of Dayton: Bowman, C.
--	--	---	--

¹⁴ <http://www.aera.net/AboutAERA/KeyPrograms/EducationResearchandResearchPolicy/AERAOffersDefinitionofScientificBasedRes/tabid/10877/Default.aspx>

¹⁵ Melaville, A. & Blank, M.J. (1998). *Learning together: The developing field of school-community initiatives*. Flint, MI: Mott Foundation.

Candidate Preservice Assessment of Student Teaching (CPAST) Form Summary

What is the CPAST Form?

A **formative** and **summative** assessment during the **student teaching practicum**.

- The 21-row rubric has **two subscales**: (1) Pedagogy and (2) Dispositions with detailed descriptors of observable, measurable behaviors, to guide scoring decisions.
- An additional “Look Fors” resource provides and elaborates on the qualities and behaviors for a given level of performance (i.e., evidence and sources of evidence).
- A self-paced **90-minute training module** is available for users of the Form.

What analyses did we perform on the Form data?

We explored:

- Validity (content, construct and concurrent)
- Reliability (internal consistency, inter-rater reliability)

Who were the participants?

- During the academic year of 2015-2016 we collected valid data from **1203 teacher candidates** from **23 EPPs in Ohio**.
- Of the 1203 teacher candidates, **32** were recruited to participate in the inter-rater reliability study, in which each teacher candidate was evaluated by two supervisors – their primary university supervisor (i.e., the supervisor who was formally assigned by the EPPs to supervise the teacher candidate during the student teaching), and a secondary rater (i.e., a supervisor who completed a minimum of three observations of the teacher candidates throughout the semester).

What were the findings?

Validity and reliability met standards for instrument development. Below is a short description of evidences of validity and reliability of the instrument. More detailed analysis can be obtained upon request.

Content Validity

- Investigated by calculating a **content validity ratio** (CVR; Lawshe, 1975) for the aspects of clarity, importance, and representativeness of the CPAST Form. $[CVR = \frac{n_e - (N/2)}{N/2}]$, where E refers to the number of experts who rated the item as equal to or above 3, and N refers to the total number of experts].
- Three experts (a K-12 teacher, a university teacher education professor, and a psychometrician) provided ratings of these aspects on a scale of one to four.
- **Clarity**: All items (except Row D in Pedagogy and Row G in Disposition), reached a CVR of 1. **The average CVR for all the items was 0.94**, exceeding the criterion of 0.8, indicating that the scale had strong content validity for clarity.
- **Importance**: **All items reached a value of 1**, revealing that all the item questions were important in measuring the constructs of pedagogy and disposition.
- **Representativeness**: All items (except Row H in Pedagogy and Row G in Disposition) reached a value of 1. **The average CVR for all the items was 0.94**, suggesting that the rows were representative of the theoretical domain of the constructs.

Construct Validity

- Confirmatory factor analysis (CFA) was conducted using Mplus Version 7.11 (Muthén & Muthén, 1998-2015) to examine the construct validity.

- The estimator of weighted least squares with mean and variance adjustment (WLSMV) was adopted, which was demonstrated to be suitable for handling ordinal data (Flora & Curran, 2004).
- The three indices selected for this study were the root mean-square error of approximation (RMSEA), the comparative fit index (CFI), and the Tucker–Lewis index (TLI), and the model fit was evaluated based on the following criteria: RMSEA <.06, CFI >.95, and TLI >.95 (Hu & Bentler, 1999).
- The **model fit indexes** RMSEA (0.048), CFI (0.980) and TLI (0.978) indicated that the **hypothesized two-factor model fit the data reasonably well**; the loadings ranged from 0.676 to 0.841, all at .001 significance level, indicating that all the items are moderately or strongly associated with their corresponding latent factors. Figure 1 (p. 4) displays the two-factor model of CFAST Form.
- The **Pedagogy and Dispositions scales were highly correlated** ($r = .873$, $p < .001$), indicating a strong association between a teacher candidate’s teaching knowledge/skills and dispositions.
- The **correlation between the two latent factors was in concordance with existent literature**, which supports that teachers’ professional dispositions and teaching practice are closely linked to each other (Kuzborska, 2011).

Longitudinal Measurement Invariance

- Longitudinal invariance was tested through a hierarchy of nested models. In Table 1, Model 1, Model 2, and Model 3 refer to the configural invariance model, weak factorial invariance model and strong factorial invariance model.
- The **configural invariance model had good model fit** (RMSEA = 0.051, CFI = 0.978, TLI = 0.976). The **weak factorial invariance model also had good fit** (RMSEA = 0.040, CFI = 0.986, TLI = 0.985). Additionally, **the weak factorial invariance model did not fit worse compared to the configural invariance model** ($\Delta\chi^2 = 17.658$, $\Delta df = 19$, $p = .5454$), and **all the differences in terms of CFI, TLI, and RMSEA were close to or less than .01**. The **strong factorial invariance model did fit worse compared to the weak factorial invariance model** ($\Delta\chi^2 = 158.257$, $\Delta df = 40$, $p = .0000$).
- The results suggest that **the instrument has weak factorial invariance, suggesting the same latent variances are being measured across time**.

Table 1. Longitudinal Measurement Invariance

Models	χ^2	df	RMSEA	CFI	TLI	$\Delta\chi^2$	Δdf	p	$\Delta RMSEA$	ΔCFI	ΔTLI
Model 1	1541.134	376	0.051	0.978	0.976	--	--	--	--	--	--
Model 2	1154.712	395	0.040	0.986	0.985	17.658	19	0.5454	-0.011	0.008	0.009
Model 3	1285.544	435	0.040	0.984	0.985	158.257	40	0.0000	0.000	-0.002	0.000
Model 4	1194.985	426	0.039	0.986	0.986	43.964	31	0.0614	-0.001	0.000	0.001

Note: Model 1= configural factorial invariance model
 Model 2= weak factorial invariance model
 Model 3= strong factorial invariance model
 Model 4= partial strong factorial invariance model

Inter-rater Reliability

- Table 2 reports two reliability statistics: **adjacent agreement** and **Kappa-n**. Adjacent agreement refers to the proportion of cases in which two independent scorers assign either the exact same score or a score within 1 point of each other. When scoring complex performance assessment tasks, this approach is often used as a measure of rater agreement. In some cases, scorers will assign the same score simply by chance. Kappa-n κ_n adjusts the adjacent agreement rate to take into account this chance agreement.
- The average **adjacent agreement rate was 98%** and the **average Kappa-n was 0.97**.

- Although several types of reliability analyses were conducted to examine agreement rates between scorers on the CFAST Form, **these two statistics were reported here because SCALE (2013) used them when assessing the inter-rater reliability of edTPA.**

Table 2 *Rubric Row Inter-rater Reliability*

Item	Agreement Rate	Kappa-N
Focus for Learning: Standards and Objectives/Targets	100%	1.00
Materials and Resources	100%	1.00
Assessment of P-12 Learning	100%	1.00
Differentiated Methods	100%	1.00
Learning Target and Directions	100%	1.00
Critical Thinking	100%	1.00
Checking for Understanding and Adjusting Instruction through Formative Assessment	100%	1.00
Digital Tools and Resources	100%	1.00
Safe and Respectful Learning Environment	96.9%	0.96
Data-Guided Instruction	100%	1.00
Feedback to Learners	100%	1.00
Assessment Techniques	100%	1.00
Connections to Research and Theory	100%	1.00
Participates in Professional Development	87.5%	0.83
Demonstrates Effective Communication with Parents or Legal Guardians	87.5%	0.85
Demonstrates Punctuality	90.6%	0.86
Meets Deadlines and Obligations	100%	1.00
Preparation	96.9%	0.96
Collaboration	96.9%	0.96
Advocacy to Meet the Needs of Learners or for the Teaching Profession	96.9%	0.96
Responds Positively to Constructive Criticism	96.9%	0.96

Internal consistency reliability

- Examined by calculating the Cronbach Alpha coefficient using SPSS statistical package version 23.0.
- Results show the Cronbach's Alpha coefficient is **0.907 for the Pedagogy subscale, 0.831 for the Dispositions subscale, and 0.929 for the total scale**, suggesting that the subscales and the total scale **display good internal consistency.**

Dissemination of Results

- **Four webinars** for participating EPPs to discuss: study procedures; implementation procedures; research findings
- **Data (institutional and statewide means) distributed each semester** to participating EPPs
- **Statewide Presentations**
 - Kaplan, C. S., Brownstein, E. M., Yao, X., Baylor, L., Corbin, S., & Price, A. (2016, October). *Endeavoring to persevere: VARI-EPP panel discussion*. Presentation at the Ohio Confederation of Teacher Education Organizations (OCTEO), Columbus, Ohio.
 - Brownstein, E. M., Day, K. J., Kaplan, C. S., & Yao, X., (2016, March). *VARI-EPP student teaching form project: Using data to meet the needs of diverse learners*. Presentation at the Ohio Confederation of Teacher Education Organizations (OCTEO), Columbus, Ohio.
 - Brownstein, E. M., Day, K. J., & Kaplan, C. S. (2015, October). *VARI-EPP: The new student teaching instrument*. Presentation at the Ohio Confederation of Teacher Education Organizations (OCTEO), Columbus, Ohio.

- **National Presentations**
 - Brownstein, E.M., Kaplan, C.S. Kahrig, T. & Bowman, C. (2017, Fall) *One for all and all for one: Collaborating to improve the profession*. Presentation at CAEPCon, St. Louis, Missouri. (Accepted)
 - Brownstein, E. M., Kaplan, C. S., & Day, K. J. (2017, March). *The wisdom of crowds: Collaboratively developing and establishing validity and reliability of a student teaching evaluation form*. Presentation at the American Association of Colleges for Teacher Education (AACTE), Tampa, Florida.
 - Yao, X., Brownstein, E.M., Kaplan, C.S., Graham-Day, K.J. (2017, March) *Wow! There's a free valid and reliable student teaching instrument!* Presentation at CAEPCon, St. Louis, Missouri.
 - Brownstein, E. M., Kaplan, C. S., & Day, K. J. (2016, February). *Getting on the same page: Increasing rater consistency through training modules*. Presentation at the American Association of Colleges for Teacher Education (AACTE), Las Vegas, Nevada.
- **Publication in press**
 - Kaplan, C. S., Brownstein, E. M., & Graham-Day, K. J. One for all and all for one: Multi-university collaboration to meet accreditation requirements. *Issues in Educator Accreditation: Just in Time Topics for Educator Preparation Programs in the United States*.
- **Publication in preparation**
 - Brownstein, E. M., Yao, X., Kaplan, C. S., & Graham-Day, K. J. Examining the validity and reliability of the candidate preservice assessment for student teaching (CPAST) Form. *Journal of Teacher Education*.

References

- Flora, D. B., & Curran, P. J. (2004). An empirical evaluation of alternative methods of estimation for confirmatory factor analysis with ordinal data. *Psychological methods, 9*(4), 466.
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural equation modeling: a multidisciplinary journal, 6*(1), 1-55.
- Kuzborska, I. (2011). Links between teachers' beliefs and practices and research on reading. *Reading in a foreign language, 23*(1), 102.
- Lawshe, C. H. (1975). A quantitative approach to content validity¹. *Personnel psychology, 28*(4), 563-575.
- Stanford Center for Assessment, Learning and Equity (2013) edTPA Field Test: Summary Report. Stanford Center for Assessment, Learning and Equity. Retrieve from https://secure.aacte.org/apps/rl/res_get.php?fid=827&ref.

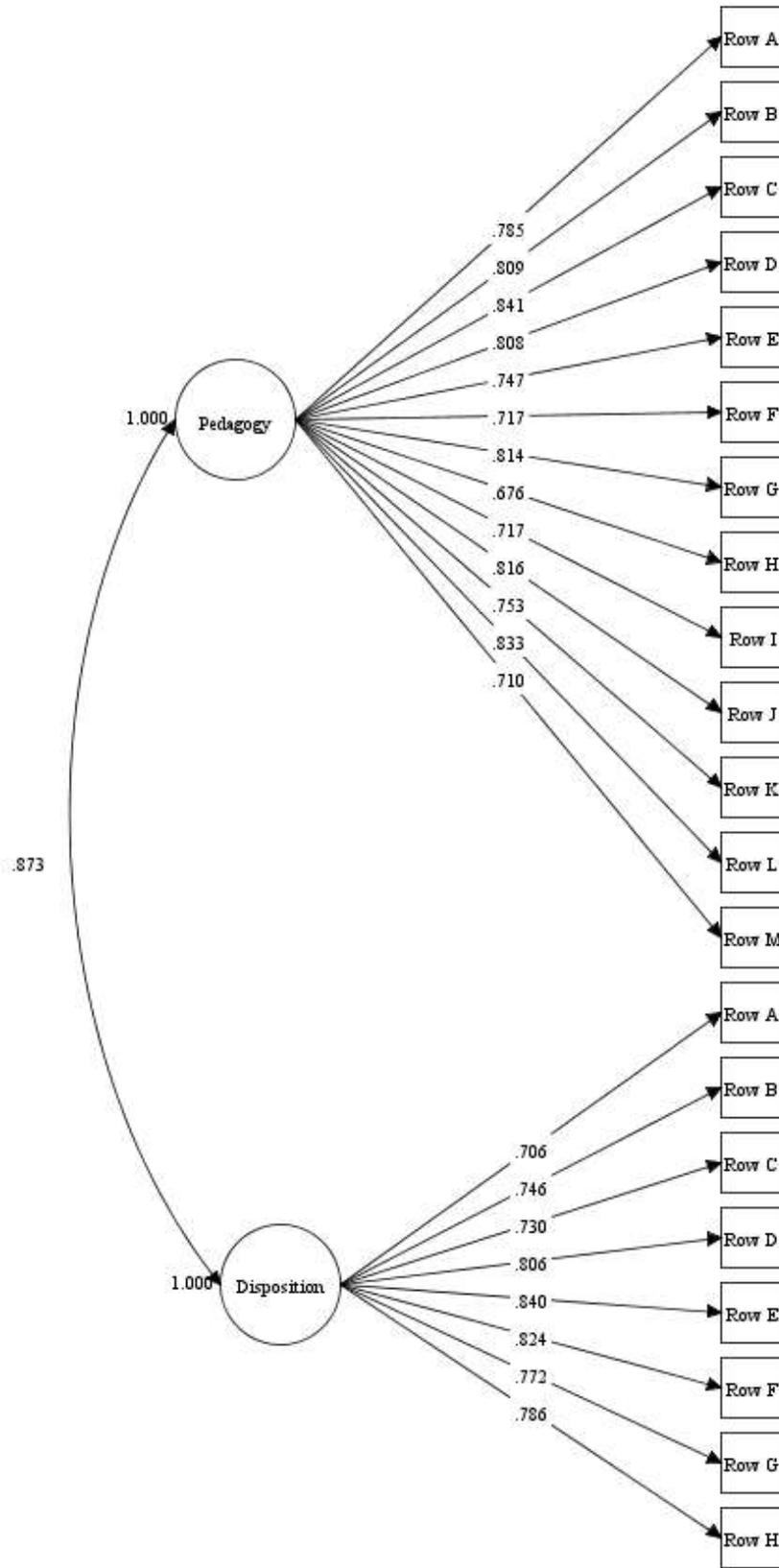


Figure 1. Two-factor Model of CPAST Form

CPAST Student Teaching Instrument vs. edTPA Rubrics Crosswalk

			edTPA Tasks and Rubrics																
Pre-CPAST	CPAST	Row Topics	Planning for Instruction and Assessment					Instruction and Engaging the Focus Learner(s)					Assessing Learning						
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Pedagogy: Planning for Instruction and Assessment																			
A	A	Focus for Learning: Standards and Objectives/ Targets	X			X													
-	B	Materials and Resources		X															
B	C	Assessment of P-12 Learning					X												
-	D	Differentiated Methods			X	X			X				X						
Pedagogy: Instructional Delivery																			
C	E	Learning Target and Directions	X								X								
-	F	Critical Thinking							X	X	X								
D	G	Checking for Understanding and Adjusting Instruction								X		X							
E	H	Digital Tools and Resources					X				X								
F	I	Safe and Respectful Learning Environment						X											
Pedagogy: Assessment																			
G	J	Data-Guided Instruction										X	X			X	X		
H	K	Feedback to Learners												X	X				
I	L	Assessment Techniques					X												
Pedagogy: Analysis of Teaching																			
J	M	Connections to Research and Theory			X							X							X
Disposition: Professional Relationships																			
M	S	Collaboration						X				X							X
-	T	Advocacy			X														X
Disposition: Critical Thinking and Reflective Practice																			
N	U	Responds Positively to Constructive Criticism										X							X
CPAST/Pre-CPAST rows not listed are not aligned to edTPA.																			
As reference, a general lookup table for edTPA rubrics by title follows:																			
			Task 1: Planning					Task 2: Instruction					Task 3: Assessment						
			1. Planning for Content Understandings					6. Learning Environment					11. Analysis of Student Learning						
			2. Planning to Support Varied Student Needs					7. Engaging Students in Learning					12. Providing Feedback to Guide Learning						
			3. Using Knowledge of Students to Inform Teaching and Learning					8. Deepening Student Learning					13. Student Use of Feedback						
			4. Identifying and Supporting Language Demands					9. Subject Specific Pedagogy					14. Analyzing Students' Language Use and Content Learning						
			5. Planning Assessments to Monitor and Support Student Learning					10. Analyzing Teaching Effectiveness					15. Using Assessment to Inform Instruction						