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Title of Evidence: Appendix 1.4 CFAST Data & Rubric – Student Teaching

Standards Addressed: [See table below](#)

Administration and Purpose: [See below](#)

[Unit Level Assessment: Student Teaching Evaluation Form – CFAST](#)

- [Pedagogy Evaluation](#)
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[Three Cycles of Data:](#)

Standards Addressed

Pedagogy	Alignment	Dispositions	Alignment
Planning for Instruction and Assessment		Professional Commitment and Behaviors	
A. Focus for Learning: Standards and Objectives/Targets	InTASC 7a CAEP R1.3	N. Participates in Professional Development	InTASC 9b CAEP R1.4
B. Materials and Resources	InTASC 7b CAEP R1.3	O. Demonstrates Effective Communication with Parents or Legal Guardians	InTASC 10d CAEP R1.4
C. Assessment of P-12 Learning	InTASC 6b CAEP R1.3	P. Demonstrates Punctuality	InTASC 9o CAEP R1.4
D. Differentiated Methods	InTASC 2c CAEP R1.1	Q. Meets Deadlines and Obligations	InTASC 9o CAEP R1.4
		R. Preparation	InTASC 3d CAEP R1.1
Instructional Delivery		Professional Relationships	
E. Learning Target and Directions	InTASC 7c CAEP R1.3	S. Collaboration	InTASC 10b CAEP R1.4
F. Critical Thinking	InTASC 5d CAEP R1.2	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	InTASC 10j CAEP R1.4
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	InTASC 8b CAEP R1.3	Critical Thinking and Reflective Practice	

H. Digital Tools and Resources	InTASC 5l, 6i CAEP R1.2	U. Responds Positively to Constructive Criticism	InTASC 9n CAEP R1.4
I. Safe and Respectful Learning Environment	InTASC 3d CAEP R1.1		
Assessment			
J. Data-Guided Instruction	InTASC 6l CAEP R1.3		
K. Feedback to Learners	InTASC 6d CAEP R1.3		
L. Assessment Techniques	InTASC 7d CAEP R1.3		
Analysis of Teaching			
M. Connections to Research and Theory	CAEP R1.1		

Administration and Purpose:

- **During which part of the candidate's experience is the assessment used? Is the assessment used just once or multiple times during the candidate's preparation?**

The Candidate Preservice Assessment Student Teaching (CPAST) is a formative and summative assessment implemented during the student teaching practicum (i.e., the culminating field experience of a teacher preparation program). Because the assessment is used as a coaching tool, it is used twice - once midway through the student teaching practicum and once at the end.

- **Who uses the assessment and how are the individuals trained on the use of the assessment?**

The CPAST Form is used by the university supervisor (US), the cooperating teacher (CT), and the candidate. During a Three-Way Conference at the midterm and end of the student teaching semester, the US meets synchronously with the CT and the candidate. All three individuals are expected to bring a proposed score for each row to this meeting. After a US guided conversation, the trio arrives at a consensus number for each row, which the US records as the candidate's scores.

The first year a US uses the CPAST Form to assess candidates' performance, s/he is required to take a 90-minute self-paced online training (administered through Qualtrics). At the conclusion of this training, there is a 10-question quiz, and the US is required to earn a score of at least 80%. If they do not achieve an 80%, there is a five-question supplemental quiz on which they must earn a 66%. To date, all supervisors have successfully passed the training assessment.

After the first year of training (“Initial Training”), a US is required to take a 30-minute online “Refresher Training,” followed by five assessment questions (on which s/he must score a 66%). If s/he does not achieve 66%, there is a three-question supplemental quiz on which s/he must earn a 66%. To date, all US have successfully passed the refresher assessment training.

▪ **What is the intended use of the assessment and what is the assessment purported to measure?**

The CFAST Form was developed by a group of eight EPPs in Ohio over the course of three years and is intended to serve as a formative and summative assessment during the student teaching practicum. It is designed to prepare educators for future professional evaluations, and is used during student teaching as a coaching tool to help candidates develop as a professional, create professional growth goals, and meet expectations of performance.

The CFAST Form is a 21-row rubric designed to measure teacher candidate’s pedagogical knowledge/skills and professional dispositions during the student teaching practicum, and CFA confirms the 21 items do measure those two constructs. The rows align with both InTASC and CAEP Standards.

EPPs that use the Form (23 from Ohio in Spring 2017; 41 [anticipated] from 10 states in 2017-2018) submit the following data for each candidate assessed with the CFAST Form to a database maintained by Ohio State University: midterm row scores, final row scores, and descriptive statistics (i.e., program licensure area, gender, race, and ethnicity).

At the end of each semester, Ohio State returns a report to each participating institution containing the EPP’s data - aggregated and disaggregated (by program and level, gender, race, and ethnicity) – as well as comparison data from all institutions who are using the CFAST Form. These data are used to inform the EPP about the performance of candidates in their individual programs, by campus and level (grad vs. ugrad), and allows them to compare results to other institutions that use CFAST.

A copy of the assessment, the standards alignment, detailed validity and reliability results are available in Appendix 1.3 Summary Evidence_Validity and Reliability – CFAST.

▪ **Please describe how validity/trustworthiness was established for the assessment.**

In summer of 2015, three content experts (a psychometrician, a K-12 teacher, and an EPP faculty member from another institution) were recruited to rate the clarity, importance and representativeness of each row of the CFAST, as well as their alignment to the proposed InTASC and CAEP Standards. The content validity ratio was calculated with their data and results suggest that the instrument has good content validity (see Appendix 1.3 Summary Evidence_Validity and Reliability – CFAST for details).

After the content analysis was completed, Ohio State collected data from 1203 teacher candidates from 23 EPPs in Ohio in the 2015-2016 academic year. The supervisors from these EPPs had all successfully completed the “Initial Training” described above. Data

collected from these EPPs were analyzed for validity. Specifically, a confirmatory factor analysis was conducted to examine the construct validity of the instrument. The model fit indexes indicated the hypothesized two-factor model fit the data reasonably well and all the items are moderately or strongly associated with their corresponding latent factors, suggesting that the CCAST demonstrates good construct validity.

Longitudinal measurement invariance of the instrument was tested through a hierarchy of nested models to examine whether the same constructs are measured across time. The results suggest that the instrument has weak factorial invariance, suggesting the same latent variances are being measured across time. More detail about the validity results is available in the evidence file: Appendix 1.3 Summary Evidence_Validity and Reliability – CCAST.

▪ **Please describe how reliability/consistency was established for the assessment.**

As previously noted, Ohio State collected data from 1203 teacher candidates from 23 EPPs in Ohio in the 2015-2016 academic year, and the supervisors from these EPPs had all successfully completed the “Initial Training” described above. Internal consistency reliability was examined by calculating Cronbach Alpha coefficient. The results suggest that the subscales and the total scale of the CCAST display good internal consistency.

Of the 1203 teacher candidates, 32 were recruited to participate in an 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). Adjacent agreement and Kappa-n statistics were used to determine the inter-rater reliability of supervisors’ ratings on the CCAST assessment. The results indicate that supervisors’ ratings of teacher candidates’ performance on the CCAST display good inter-rater reliability.

More detail about the reliability results is available in the evidence file: Appendix 1.3 Summary Evidence_Validity and Reliability – CCAST.

CPAST – Initial Licensure: Elementary Performance Data

	2018-2019 N=15						2019-2020 N=17						2020-2021 N=13					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
Pedagogy: Planning for Instruction																		
A. Focus for Learning: Standards and Objectives / Targets InTASC 7a CAEP R1.3	12	3	0	0	100%	2.80	8	8	1	0	94%	2.41	10	3	0	0	100%	2.77
B. Materials and Resources InTASC 7b CAEP R1.3	11	4	0	0	100%	2.73	7	10	0	0	100%	2.41	10	3	0	0	100%	2.77
C. Assessment of P-12 Learning InTASC 6b CAEP R1.3	8	7	0	0	100%	2.53	6	11	0	0	100%	2.35	5	8	0	0	100%	2.38
D. Differentiated Methods InTASC 2c CAEP R1.1	7	8	0	0	100%	2.47	5	12	0	0	100%	2.29	5	8	0	0	100%	2.38
Pedagogy: Instructional Delivery																		
E. Learning Target and Directions InTASC 7c CAEP R1.3	10	5	0	0	100%	2.67	9	8	0	0	100%	2.53	9	4	0	0	100%	2.69
F. Critical Thinking InTASC 5d CAEP R1.2	10	5	0	0	100%	2.67	2	13	2	0	88%	2.00	6	7	0	0	100%	2.46
G. Checking for Understanding and Adjusting Instruction	12	3	0	0	100%	2.80	7	10	0	0	100%	2.41	8	5	0	0	100%	2.62

CPAST – Initial Licensure: Elementary Performance Data

	2018-2019 N=15						2019-2020 N=17						2020-2021 N=13					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
through Formative Assessment InTASC 8b CAEP R1.3																		
H. Digital Tools and Resources InTASC 5i, InTASC 6i CAEP R1.2	7	8	0	0	100%	2.47	7	10	0	0	100%	2.41	10	3	0	0	100%	2.77
I. Safe and Respectful Learning Environment InTASC 3d CAEP R1.1	10	5	0	0	100%	2.67	5	12	0	0	100%	2.29	10	3	0	0	100%	2.77
Pedagogy: Assessment																		
J. Data-Guided Instruction InTASC 6i CAEP R1.3	7	8	0	0	100%	2.40	3	13	1	0	93%	2.12	5	8	0	0	100%	2.38
K. Feedback to Learners InTASC 6d CAEP R1.3	10	5	0	0	100%	2.67	3	12	2	0	88%	2.06	6	7	0	0	100%	2.46
L. Assessment Techniques InTASC 7d CAEP R1.3	10	5	0	0	100%	2.67	4	12	1	0	93%	2.18	6	7	0	0	100%	2.46
Pedagogy: Analysis of Teaching																		
M. Connections to Research and Theory CAEP R1.1	7	8	0	0	100%	2.47	3	8	5	1	65%	1.76	4	7	2	0	85%	2.15
Dispositions: Professional Commitment and Behaviors																		

CPAST – Initial Licensure: Elementary Performance Data

	2018-2019 N=15						2019-2020 N=17						2020-2021 N=13					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
N. Participates in Professional Development (PD) InTASC 9b CAEP R1.4	13	2	0	0	100%	2.87	10	6	1	0	93%	2.53	10	3	0	0	100%	2.77
O. Demonstrates Effective Communication with Parents or Legal Guardians InTASC 10d CAEP R1.4	5	10	0	0	100%	2.33	6	8	3	0	82%	2.18	4	9	0	0	100%	2.31
P. Demonstrates Punctuality InTASC 9o CAEP R1.4	12	3	0	0	100%	2.80	13	4	0	0	100%	2.76	12	1	0	0	100%	2.92
Q. Meets Deadlines and Obligations InTASC 9o CAEP R1.4	12	3	0	0	100%	2.80	12	4	1	0	93%	2.65	12	1	0	0	100%	2.92
R. Preparation InTASC 3d CAEP R1.1	14	1	0	0	100%	2.93	11	5	1	0	93%	2.59	13	0	0	0	100%	3.00
Dispositions: Professional Relationships																		
S. Collaboration InTASC 10b CAEP R1.4	12	3	0	0	100%	2.80	11	6	0	0	100%	2.65	13	0	0	0	100%	3.00
T. Advocacy to Meet the Needs of Learners	12	3	0	0	100%	2.80	7	10	0	0	100%	2.41	6	7	0	0	100%	2.46

CPAST – Initial Licensure: Elementary Performance Data

	2018-2019 N=15						2019-2020 N=17						2020-2021 N=13					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
or for the Teaching Profession InTASC 10j CAEP R1.4																		
Dispositions: Critical Thinking and Reflective Practice																		
U. Responds Positively to Feedback and Constructive Criticism InTASC 9n CAEP R1.4	15	0	0	0	100%	3.00	11	6	0	0	100%	2.65	11	2	0	0	100%	2.85
TOTAL Meeting Cut Score					100%						100%						100%	

CPAST – Initial Licensure: Secondary and All-Grade Performance Data

	2018-2019 N=14						2019-2020 N=7						2020-2021 N=13					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
Pedagogy: Planning for Instruction																		
A. Focus for Learning: Standards and Objectives / Targets InTASC 7a CAEP R1.3	6	8	0	0	100%	2.43	2	4	1	0	85%	2.14	10	3	0	0	100%	2.77
B. Materials and Resources InTASC 7b CAEP R1.3	10	4	0	0	100%	2.71	1	6	0	0	100%	2.14	11	2	0	0	100%	2.85
C. Assessment of P-12 Learning InTASC 6b CAEP R1.3	4	10	0	0	100%	2.29	7	0	0	0	100%	2.00	7	6	0	0	100%	2.54
D. Differentiated Methods InTASC 2c CAEP R1.1	7	5	2	0	86%	2.32	2	5	0	0	100%	2.29	8	5	0	0	100%	2.62
Pedagogy: Instructional Delivery																		
E. Learning Target and Directions InTASC 7c CAEP R1.3	8	5	1	0	93%	2.50	4	2	1	0	85%	2.43	11	2	0	0	100%	2.85
F. Critical Thinking InTASC 5d CAEP R1.2	6	7	1	0	93%	2.32	0	5	2	0	71%	1.71	4	9	0	0	100%	2.31
G. Checking for Understanding and Adjusting Instruction	7	6	1	0	93%	2.43	1	5	1	0	85%	2.00	7	6	0	0	100%	2.54

CPAST – Initial Licensure: Secondary and All-Grade Performance Data

	2018-2019 N=14						2019-2020 N=7						2020-2021 N=13					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
through Formative Assessment InTASC 8b CAEP R1.3																		
H. Digital Tools and Resources InTASC 5l, InTASC 6i CAEP R1.2	9	5	0	0	100%	2.64	0	7	0	0	100%	2.00	11	2	0	0	100%	2.85
I. Safe and Respectful Learning Environment InTASC 3d CAEP R1.1	5	9	0	0	100%	2.36	1	5	1	0	85%	2.00	11	2	0	0	100%	2.85
Pedagogy: Assessment																		
J. Data-Guided Instruction InTASC 6l CAEP R1.3	7	5	2	0	86%	2.36	0	7	0	0	100%	2.00	4	9	0	0	100%	2.31
K. Feedback to Learners InTASC 6d CAEP R1.3	7	6	1	0	93%	2.43	2	5	0	0	100%	2.29	11	2	0	0	100%	2.85
L. Assessment Techniques InTASC 7d CAEP R1.3	7	6	1	0	93%	2.43	2	5	0	0	100%	2.29	4	9	0	0	100%	2.31
Pedagogy: Analysis of Teaching																		
M. Connections to Research and Theory CAEP R1.1	5	6	3	0	79%	2.14	0	5	1	1	71%	1.57	5	8	0	0	100%	2.38
Dispositions: Professional Commitment and Behaviors																		

CPAST – Initial Licensure: Secondary and All-Grade Performance Data

	2018-2019 N=14						2019-2020 N=7						2020-2021 N=13					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
N. Participates in Professional Development (PD) InTASC 9b CAEP R1.4	10	4	0	0	100%	2.71	3	3	1	0	85%	2.29	9	3	0	1	92%	2.54
O. Demonstrates Effective Communication with Parents or Legal Guardians InTASC 10d CAEP R1.4	8	6	0	0	100%	2.57	1	5	0	1	85%	1.86	6	5	1	1	85%	2.23
P. Demonstrates Punctuality InTASC 9o CAEP R1.4	11	3	0	0	100%	2.79	7	0	0	0	100%	3.00	13	0	0	0	100%	3.00
Q. Meets Deadlines and Obligations InTASC 9o CAEP R1.4	9	4	1	0	93%	2.57	4	3	0	0	100%	2.57	12	1	0	0	100%	2.92
R. Preparation InTASC 3d CAEP R1.1	11	2	1	0	93%	2.71	4	3	0	0	100%	2.57	13	0	0	0	100%	3.00
Dispositions: Professional Relationships																		
S. Collaboration InTASC 10b CAEP R1.4	10	3	1	0	93%	2.64	3	4	0	0	100%	2.43	13	0	0	0	100%	3.00
T. Advocacy to Meet the Needs of Learners	6	7	1	0	93%	2.36	1	6	0	0	100%	2.14	6	7	0	0	100%	2.46

CPAST – Initial Licensure: Secondary and All-Grade Performance Data																		
	2018-2019 N=14						2019-2020 N=7						2020-2021 N=13					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
or for the Teaching Profession InTASC 10j CAEP R1.4																		
Dispositions: Critical Thinking and Reflective Practice																		
U. Responds Positively to Feedback and Constructive Criticism InTASC 9n CAEP R1.4	12	2	0	0	100%	2.86	5	2	0	0	100%	2.71	13	0	0	0	100%	3.00
TOTAL Meeting Cut Score					100%						100%						100%	

CPAST – Initial Licensure/Post Baccalaureate (Transition to Teaching): Elementary Performance Data

	2018-2019 N=14						2019-2020 N=11						2020-2021 N=11					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
Pedagogy: Planning for Instruction																		
A. Focus for Learning: Standards and Objectives / Targets InTASC 7a CAEP R1.3	8	5	1	0	93%	2.50	6	5	0	0	100%	2.55	8	3	0	0	100%	2.73
B. Materials and Resources InTASC 7b CAEP R1.3	6	8	0	0	100%	2.43	7	4	0	0	100%	2.64	10	1	0	0	100%	2.91
C. Assessment of P-12 Learning InTASC 6b CAEP R1.3	3	10	1	0	93%	2.14	2	8	1	0	91%	2.09	6	5	0	0	100%	2.55
D. Differentiated Methods InTASC 2c CAEP R1.1	5	8	1	0	93%	2.29	4	6	1	0	91%	2.27	4	6	1	0	90%	2.27
Pedagogy: Instructional Delivery																		
E. Learning Target and Directions InTASC 7c CAEP R1.3	8	6	0	0	100%	2.57	7	3	1	0	91%	2.55	9	2	0	0	100%	2.82
F. Critical Thinking InTASC 5d CAEP R1.2	3	10	1	0	93%	2.14	2	8	1	0	91%	2.09	7	4	0	0	100%	2.64
G. Checking for Understanding and Adjusting Instruction	6	8	0	0	100%	2.43	6	4	1	0	91%	2.45	4	7	0	0	100%	2.36

CPAST – Initial Licensure/Post Baccalaureate (Transition to Teaching): Elementary Performance Data

	2018-2019 N=14						2019-2020 N=11						2020-2021 N=11					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
through Formative Assessment InTASC 8b CAEP R1.3																		
H. Digital Tools and Resources InTASC 5i, InTASC 6i CAEP R1.2	7	6	1	0	93%	2.43	6	5	0	0	100%	2.55	8	3	0	0	100%	2.73
I. Safe and Respectful Learning Environment InTASC 3d CAEP R1.1	7	7	0	0	100%	2.50	7	4	0	0	100%	2.64	10	1	0	0	100%	2.91
Pedagogy: Assessment																		
J. Data-Guided Instruction InTASC 6i CAEP R1.3	4	8	2	0	86%	2.14	2	6	3	0	73%	1.91	3	7	1	0	90%	2.18
K. Feedback to Learners InTASC 6d CAEP R1.3	4	8	2	0	86%	2.14	2	6	3	0	73%	1.91	3	7	1	0	90%	2.18
L. Assessment Techniques InTASC 7d CAEP R1.3	4	8	2	0	86%	2.14	2	6	3	0	73%	1.91	3	7	1	0	90%	2.18
Pedagogy: Analysis of Teaching																		
M. Connections to Research and Theory CAEP R1.1	4	8	2	0	86%	2.14	2	6	3	0	73%	1.91	3	7	1	0	90%	2.18
Dispositions: Professional Commitment and Behaviors																		

CPAST – Initial Licensure/Post Baccalaureate (Transition to Teaching): Elementary Performance Data

	2018-2019 N=14						2019-2020 N=11						2020-2021 N=11					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
N. Participates in Professional Development (PD) InTASC 9b CAEP R1.4	6	7	1	0	93%	2.36	6	5	0	0	100%	2.55	10	1	0	0	100%	2.91
O. Demonstrates Effective Communication with Parents or Legal Guardians InTASC 10d CAEP R1.4	8	6	0	0	100%	2.57	6	5	0	0	100%	2.55	8	3	0	0	100%	2.73
P. Demonstrates Punctuality InTASC 9o CAEP R1.4	12	2	0	0	100%	2.86	10	1	0	0	100%	2.91	10	1	0	0	100%	2.91
Q. Meets Deadlines and Obligations InTASC 9o CAEP R1.4	11	3	0	0	100%	2.79	9	1	1	0	91%	2.73	8	3	0	0	100%	2.73
R. Preparation InTASC 3d CAEP R1.1	10	3	1	0	93%	2.64	8	3	0	0	100%	2.73	9	2	0	0	100%	2.82
Dispositions: Professional Relationships																		
S. Collaboration InTASC 10b CAEP R1.4	11	3	0	0	100%	2.79	9	1	1	0	91%	2.73	10	1	0	0	100%	2.91
T. Advocacy to Meet the Needs of Learners	7	6	1	0	93%	2.43	5	6	0	0	100%	2.45	9	2	0	0	100%	2.82

CPAST – Initial Licensure/Post Baccalaureate (Transition to Teaching): Elementary Performance Data

	2018-2019 N=14						2019-2020 N=11						2020-2021 N=11					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
or for the Teaching Profession InTASC 10j CAEP R1.4																		
Dispositions: Critical Thinking and Reflective Practice																		
U. Responds Positively to Feedback and Constructive Criticism InTASC 9n CAEP R1.4	10	3	1	0	93%	2.64	8	3	0	0	100%	2.73	10	1	0	0	100%	2.91
TOTAL Meeting Cut Score					100%						100%						100%	

CPAST – Initial Licensure/Post Baccalaureate (Transition to Teaching): Secondary and All-Grade Performance Data

	2018-2019 N=10						2019-2020 N=22						2020-2021 N=10					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
Pedagogy: Planning for Instruction																		
A. Focus for Learning: Standards and Objectives / Targets InTASC 7a CAEP R1.3	7	3	0	0	100%	2.70	10	11	1	0	95%	2.41	4	6	0	0	0	2.40
B. Materials and Resources InTASC 7b CAEP R1.3	9	1	0	0	100%	2.90	11	11	0	0	100%	2.50	6	4	0	0	100%	2.00
C. Assessment of P-12 Learning InTASC 6b CAEP R1.3	7	3	0	0	100%	2.70	8	13	1	0	95%	2.32	6	4	0	0	100%	2.60
D. Differentiated Methods InTASC 2c CAEP R1.1	8	2	0	0	100%	2.80	9	11	2	0	95%	2.32	5	5	0	0	100%	2.50
Pedagogy: Instructional Delivery																		
E. Learning Target and Directions InTASC 7c CAEP R1.3	8	2	0	0	100%	2.80	10	11	1	0	95%	2.41	7	3	0	0	100%	2.70
F. Critical Thinking InTASC 5d CAEP R1.2	7	3	0	0	100%	2.70	7	13	2	0	90%	2.23	3	6	1	0	90%	2.20

CPAST – Initial Licensure/Post Baccalaureate (Transition to Teaching): Secondary and All-Grade Performance Data

	2018-2019 N=10						2019-2020 N=22						2020-2021 N=10					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
G. Checking for Understanding and Adjusting Instruction through Formative Assessment InTASC 8b CAEP R1.3	7	3	0	0	100%	2.70	8	13	1	0	95%	2.32	6	4	0	0	100%	2.60
H. Digital Tools and Resources InTASC 5i, InTASC 6i CAEP R1.2	8	2	0	0	100%	2.80	14	7	1	0	95%	2.59	7	3	0	0	100%	2.70
I. Safe and Respectful Learning Environment InTASC 3d CAEP R1.1	6	4	0	0	100%	2.60	8	13	1	0	95%	2.32	8	2	0	0	100%	2.80
Pedagogy: Assessment																		
J. Data-Guided Instruction InTASC 6i CAEP R1.3	6	4	0	0	100%	2.60	6	15	1	0	95%	2.23	4	5	1	0	90%	2.30
K. Feedback to Learners InTASC 6d CAEP R1.3	6	4	0	0	100%	2.60	7	15	0	0	100%	2.32	4	6	0	0	100%	2.40
L. Assessment Techniques InTASC 7d CAEP R1.3	7	3	0	0	100%	2.70	6	15	1	0	95%	2.23	5	5	0	0	100%	2.50
Pedagogy: Analysis of Teaching																		

CPAST – Initial Licensure/Post Baccalaureate (Transition to Teaching): Secondary and All-Grade Performance Data

	2018-2019 N=10						2019-2020 N=22						2020-2021 N=10					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
M. Connections to Research and Theory CAEP R1.1	5	5	0	0	100%	2.50	5	14	3	0	86%	2.09	3	3	2	2	60%	1.70
Dispositions: Professional Commitment and Behaviors																		
N. Participates in Professional Development (PD) InTASC 9b CAEP R1.4	8	2	0	0	100%	2.80	11	10	1	0	95%	2.45	7	2	1	0	90%	2.60
O. Demonstrates Effective Communication with Parents or Legal Guardians InTASC 10d CAEP R1.4	6	4	0	0	100%	2.60	14	7	1	0	95%	2.59	6	1	3	0	70%	2.30
P. Demonstrates Punctuality InTASC 9o CAEP R1.4	9	1	0	0	100%	2.90	13	8	1	0	95%	2.55	8	2	0	0	100%	2.80
Q. Meets Deadlines and Obligations InTASC 9o CAEP R1.4	9	1	0	0	100%	2.90	11	10	1	0	95%	2.45	9	1	0	0	100%	2.90
R. Preparation InTASC 3d CAEP R1.1	10	0	0	0	100%	3.00	11	10	1	0	95%	2.45	8	2	0	0	100%	2.80
Dispositions: Professional Relationships																		

CPAST – Initial Licensure/Post Baccalaureate (Transition to Teaching): Secondary and All-Grade Performance Data

	2018-2019 N=10						2019-2020 N=22						2020-2021 N=10					
	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)	% Meeting Expectations	Mean Score
S. Collaboration InTASC 10b CAEP R1.4	8	2	0	0	100%	2.80	17	5	0	0	100%	2.77	8	2	0	0	100%	2.80
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession InTASC 10j CAEP R1.4	7	3	0	0	100%	2.70	10	12	0	0	100%	2.45	6	4	0	0	100%	2.60
Dispositions: Critical Thinking and Reflective Practice																		
U. Responds Positively to Feedback and Constructive Criticism InTASC 9n CAEP R1.4	10	0	0	0	100%	3.00	19	3	0	0	100%	2.91	10	0	0	0	100%	3.00
TOTAL Meeting Cut Score					100%						100%						100%	