

CPAST

Item	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)
A. Focus for Learning: Standards and Objectives/Targets	Plans align to appropriate Kansas 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 Kansas 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	Plans align to appropriate Kansas State Learning Standards AND/OR Some goals are measurable AND/OR Standards, objectives/targets, and learning tasks, are loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners	Plans do not align to the appropriate Kansas State Learning Standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets, and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners
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. Encourage individualization of learning	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners	Uses materials and resources that align with some of the objectives/targets	Materials and resources do not align with objectives/targets
C. Assessment of P-12 Learning	Plans a variety of assessments that: 1. Provide opportunities for learners of varying abilities to illustrate competence (whole class) 2. Align with the Kansas State Standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. Promote learner growth	Plans a variety of assessments that: 1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with the Kansas State Standards 3. Are culturally relevant and draw from learners' funds of knowledge	Planned assessments: 1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the Kansas State Standards	Planned assessments: 1. Are not included OR 2. Do not align with the Kansas State Standards
D. Differentiated Methods	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	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	Lessons make an attempt to build on, but are not completely successful at connecting to 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND Differentiation of instruction is minimal AND Organizes instruction to ensure content is comprehensible for learners	Lessons do not build on or connect to learners' prior knowledge AND/OR Explanations given are illogical or inaccurate as to how the content connects to previous and future learning AND/OR Differentiation of instruction is absent

Instructional Delivery				
E. Learning Target and Directions	Articulates accurate and coherent learning targets AND Articulates accurate directions/explanations throughout the lesson AND Sequences learning experiences appropriately	Articulates an accurate learning target AND Articulates accurate directions/explanations AND Sequences learning experiences appropriately	Articulates an inaccurate learning target AND/OR Articulates inaccurate directions/explanations	Does not articulate the learning target OR Does not articulate directions/explanations
F. Critical Thinking	Engages learners in critical thinking in local and/or global contexts that 1. Fosters problem solving 2. Encourages conceptual connections 3. Challenges assumptions	Engages learners in critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	Introduces AND/OR models critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	Does not introduce AND/OR model critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections
G. Checking for Understanding and Adjusting	Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)	Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)	Inconsistently checks for understanding during lessons using formative assessment AND Adjusts instruction accordingly, but adjustments may cause additional confusion	Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners' responses
H. Digital Tools and Resources	Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. Extend learners' understanding of concepts	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/targets of the lesson 2. Engage learners in the demonstration of knowledge or skills	Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/targets of the lesson AND Technology is not available	One of the following: A. Does not use technologies (digital tools and resources) to engage learners AND Technology is available in the setting OR B. Use of technologies is not relevant to the learning objectives/targets of the lesson OR C. Does not discuss technologies AND Technology is not available in the setting

I. Safe and Respectful Learning Environment	<p><i>Actively involves</i> learners to create and manage a safe and respectful learning environment through the use of routines and transitions</p> <p>AND</p> <p>Establishes and promotes constructive relationships to equitably engage learners</p> <p>AND</p> <p>Uses research-based strategies to maintain learners' attention (individual and whole group)</p>	<p><i>Manages a safe and respectful learning environment</i> through the use of routines and transitions</p> <p>AND</p> <p>Establishes and promotes constructive relationships to equitably engage learners</p> <p>AND</p> <p>Uses research-based strategies to maintain learners' attention (individual and whole group)</p>	<p>Attempts to manage a safe learning environment through the use of routines and transitions</p> <p>AND/OR</p> <p>Attempts to establish constructive relationships to engage learners</p> <p>AND/OR</p> <p>Attempts to use constructive strategies to maintain learners' attention (individual and whole group)</p>	<p>Does not manage a safe learning environment</p> <p>OR</p> <p>Does not establish constructive relationships to engage learners</p> <p>OR</p> <p>Does not use constructive strategies to maintain learners' attention (individual and whole group)</p>
Assessment				
J. Data-Guided Instruction	<p>Uses data-informed decisions (<i>trends and patterns</i>) to <i>set short and long term goals for future</i> instruction and assessment</p> <p>AND</p> <p>Uses contemporary tools for learner data record-keeping <i>and analysis</i></p>	<p>Uses data-informed decisions to design instruction and assessment</p> <p>AND</p> <p>Uses contemporary tools for learner data record-keeping</p>	<p>Uses minimal data to design instruction and assessment</p>	<p>Does <i>not use data</i> to design instruction and assessment</p>
K. Feedback to Learners	<p>Provides feedback that</p> <ol style="list-style-type: none"> 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized <p>And provides feedback, guiding learners on how to use feedback to monitor their own progress</p>	<p>Provides feedback that</p> <ol style="list-style-type: none"> 1. Enables learners to recognize strengths OR areas for improvement 2. Is <i>comprehensible</i> 3. Is descriptive <p>AND</p> <p>Provides timely feedback</p>	<p>Provides minimal feedback that</p> <ol style="list-style-type: none"> 1. Enables learners to recognize strengths OR areas for improvement <p>OR</p> <p>Feedback is provided in a somewhat timely fashion</p>	<p>Does <i>not provide feedback</i></p> <p>OR</p> <p>Feedback does <i>not enable</i> learners to recognize strengths OR areas for improvement</p> <p>OR</p> <p>Feedback is <i>not provided</i> in a timely fashion</p>
L. Assessment Techniques	<p>Evaluates and supports learning through assessment techniques that are</p> <ol style="list-style-type: none"> 1. Developmentally appropriate 2. Formative AND summative 3. <i>Diagnostic</i> 4. <i>Varied</i> 	<p>Evaluates and supports learning through assessment techniques that are</p> <ol style="list-style-type: none"> 1. Developmentally appropriate 2. Formative AND summative 	<p>Assessment techniques are:</p> <ol style="list-style-type: none"> 1. <i>Developmentally appropriate</i> 2. Formative AND summative 	<p>Assessment techniques are:</p> <ol style="list-style-type: none"> 1. Developmentally inappropriate <p>OR</p> <p>Not used</p>
Analysis of Teaching				
M. Connections to Research and Theory	<p>Discusses, provides evidence of, and justifies connections to educational research and/or theory</p> <p>AND</p> <p>Uses <i>research and/or theory</i> to explain their P-12 learners' progress</p>	<p>Discusses and provides evidence of connections to educational research and/or theory</p>	<p>Mentions connections to educational research and/or theory</p>	<p>No connections OR inaccurate connections to educational research and/or theory</p>

Professional Dispositions Evaluation

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Professional Commitment and Behaviors				
A. 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</i> opportunity (e.g. workshop, seminar, attending a professional conference)	<i>Does not participate in any professional development</i> opportunity (e.g. workshop, seminar, attending a professional conference)
B. Demonstrates Effective Communication with Parents or Legal Guardians	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) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress AND Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)	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) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress	<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>	<i>Does not provide evidence of communication with parents or legal guardians</i>
C. Demonstrates Punctuality	Reports on time or early for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	Reports on time for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Inconsistently reports on time for daily student teaching</i> AND/OR <i>Additional teacher engagements (e.g., IEPs, teacher committees)</i>	<i>Does not report on time for student teaching</i> AND/OR <i>Additional teacher engagements (e.g., IEPs, teacher committees)</i>

D. Meets Deadlines and Obligations	Meets deadlines and obligations established by the cooperating teacher and/or supervisor	Meets deadlines and obligations established by the cooperating teacher and/or supervisor	Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor	Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor
	AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes without reminders	AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes	AND Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides incomplete directions and lessons for substitutes	AND/OR Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND/OR Does not provide directions and lessons for substitutes
E. 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 Prepared for the unexpected and flexible	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND Organized	Not consistently prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are easily accessible OR organized	Not prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are not organized NOR easily accessible
Professional Relationships				
F. Collaboration	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in planning and implementing instruction	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)

G. Advocacy 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</i> 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)	Recognizes areas in need of advocacy , <i>but cannot articulate</i> 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)	Does <i>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)
Critical Thinking and Reflective Practice				
H. 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) to improve practice	Is receptive to feedback , constructive criticism , and supervision AND/OR Incorporates feedback <i>inconsistently</i>	Is <i>not</i> receptive to feedback , constructive criticism , and supervision AND/OR Does <i>not incorporate feedback</i>
What went well? Areas of strength?				