



Liberty University
School of Education

CPAST: Candidate Preservice Assessment of Student Teaching

Description of the Instrument

The Candidate Preservice Assessment Student Teaching (CPAST) is a proprietary 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.

The CPAST is completed in the designated student teaching course for 2024-25:

- UG: EDST 460-469
- MAT: EDST 560-569, 760-769

The CPAST 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 CPAST 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, and a crosswalk between the CPAST and edTPA has also been developed.

EPPs that use the assessment submit the data for each candidate assessed with the CPAST 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 CPAST Form. This data is 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 CPAST.

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 CFAST 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. To date, all US have successfully passed the first year and refresher assessment trainings.

A training (without assessments) is also available for CTs and the candidates.

Standards Alignment

The CFAST has been aligned with the components of *CAEP Revised Initial Standard 1*, the InTASC Standards, the ISTE Technology Standards, and the Model Code of Ethics for Educators (MCEE).

^EPP Update Crosswalk: CAEP Revised INITIAL Standard 1	InTASC Standards
R1.1 Learner and learning	1-3
R1.2 Content	4-5
R1.3 Instructional practice	6-8
R1.4 Professional responsibility	9-10

- Comparison of Overall Scores to the National data pro

Validity & Reliability

The Ohio State University conducted validity and reliability studies for this assessment. Study results may be provided from OSU upon request.

CPAST Rubric Overview

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

Pedagogy		Alignment	Dispositions	
Planning for Instruction and Assessment			Professional Commitment and Behaviors	
A. Focus for Learning: Standards and Objectives/Targets	InTASC 7a		N. Participates in Professional Development	CAEP 1.4^
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 1.3^		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 1.3^			

LU Data sets for Fall 2024 & Spring 2025

Fall 2024 - Spring 2025

LU Overall:

Institution Overall		Row																						
term	Student Count	section	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	
AU24	221	Midterm	2.40	2.44	2.29	2.22	2.40	2.12	2.30	2.35	2.52	2.17	2.31	2.24	2.11	2.47	2.27	2.70	2.57	2.52	2.63	2.38	2.62	
		Final	2.74	2.73	2.54	2.56	2.67	2.52	2.63	2.65	2.71	2.51	2.61	2.57	2.47	2.74	2.62	2.83	2.76	2.77	2.83	2.60	2.78	
SP25	390	Midterm	2.42	2.45	2.21	2.19	2.36	2.12	2.32	2.40	2.53	2.13	2.26	2.22	2.11	2.41	2.17	2.73	2.52	2.60	2.67	2.32	2.67	
		Final	2.70	2.72	2.53	2.53	2.66	2.49	2.64	2.63	2.79	2.43	2.59	2.52	2.38	2.67	2.53	2.84	2.73	2.77	2.84	2.59	2.84	

National Overall:

National Overall		Row																						
term	section	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u		
AU24	Midterm	2.13	2.25	1.93	1.95	2.19	1.90	2.07	2.22	2.36	1.85	2.07	1.93	1.77	2.35	1.95	2.68	2.51	2.47	2.54	2.23	2.59		
	Final	2.58	2.64	2.38	2.42	2.59	2.36	2.52	2.57	2.70	2.32	2.51	2.38	2.21	2.67	2.45	2.82	2.74	2.74	2.78	2.53	2.81		
SP25	Midterm	2.22	2.32	2.01	2.03	2.23	1.98	2.15	2.29	2.39	1.92	2.14	2.00	1.87	2.34	1.97	2.70	2.52	2.50	2.54	2.23	2.61		
	Final	2.64	2.68	2.45	2.47	2.63	2.42	2.57	2.63	2.72	2.36	2.56	2.40	2.29	2.67	2.43	2.83	2.73	2.76	2.79	2.55	2.82		