Institution:	Liberty University
Student:	Brooklyn Walker
Supervisor:	Renee Marks
Site:	Liberty Christian Academy
Date:	Fall 2025 - Term A (08/18/25 - 12/12/25)
Type:	EDUC 225 (CT (Cooperating Teacher - Site Supervisor))
Final Completed:	12/04/25 09:40 PM

Pre-CPAST Assignment 11-22 - Mentor

General overview

Assessment

Pre-CPAST Directions

Directions – The form will be used once during the course of the term and will be provided by the Program Coordinator to the University Supervisor, Host Teacher, and Candidate.

Additional information about and support for using the form can be found in the “Glossary” and “**Look Fors**” for select rows (indicated by an *) at the end of this document. **Click here** for a video overview of the Pre-CPAST/CPAST Assessment.

Comments are not required for indicators that meet the standard. However, please leave a comment on any standard indicator that your candidate scored "emerging" or "does not meet expectations" to help him/her grow in their practice.

Glossary of Terms

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

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

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.

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, classroo d individual student levels.”

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.

Evidence: Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction

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

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

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.

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.

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.

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

Targets: See definition for 'Objectives/Targets.'

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.

Section Weight: 0%

Suggested Letter Grade Rubric

Please provide a suggested letter grade to signify the candidate's overall performance and effort in the placement.

		A	B	C	D	F	

Please provide a suggested letter grade to signify the candidate's overall performance and effort during the practicum. (1.000, 100.0%)	**Final** Required	**A**					

Section Weight: 0%

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
A. Focus for Learning: Standards and Objectives/Target (1.000, 7.1%) CAEP-Initial-2022.R1.3 InTASC-2017.7.a	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	Plans align to appropriate P-12 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 P-12 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	

Question Comments : ***Comment Required**

The lesson objective and standards were appropriate for learners.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
B. Assessment of P-12 Learning (1.000, 7.1%) CAEP-Initial-2022.R1.3 InTASC-2017.6.b	Planned assessments 1. Provide opportunities for learners to illustrate competence 2. Align with the P-12 state Learning Standards	Planned assessments 1. Provide opportunities for some learners to illustrate competence OR 2. Align with the P-12 state Learning Standards	Planned assessments 1. Are not included OR 2. Do not align with the P-12 state Learning Standards	

Question Comments : ***Comment Required**

The independent practice page was appropriate for students and aligned with the standards.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
C. Learning Target and Directions (1.000, 7.1%) CAEP-Initial-2022.R1.3 InTASC-2017.7.c	Articulates an accurate and clear learning target AND Articulates accurate directions/explanations AND Sequences learning experiences appropriately	Articulates an inaccurate or unclear learning target AND/OR Articulates inaccurate directions/explanations	Does not articulate the learning target OR Does not articulate directions/explanations	

Question Comments : *Comment Required

The lesson was clearly communicated and the sequence of the lesson was appropriate.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
D. Checking for Understanding and Adjusting **Instruction through Formative Assessment** (1.000, 7.1%) CAEP-Initial-2022.R1.3 InTASC-2017.8.b	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	

Question Comments : *Comment Required

Brooklyn walked around and checked in with students during the game for addition in her lesson.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations

E. Digital Tools and Resources (1.000, 7.1%) CAEP-Initial-2022.R1.2 InTASC-2017.5.l InTASC-2017.6.i	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	

Question Comments : *Comment Required

Used the classroom technology - document camera - during her lesson.

	Meets Expectations (2.000 pts)	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Meets Expectations**
F. Safe and Respectful Learning Environment (1.000, 7.1%) CAEP-Initial-2022.R1.1 InTASC-2017.3.d	Manages a safe and respectful learning environment through the use of routines and transitions (i.e., classroom management) AND Establishes and promotes constructive relationships to equitably engage learners	Attempts to manage a safe learning environment through the use of routines and transitions (i.e., classroom management) AND/OR Attempts to establish constructive relationships to engage learners	Does not manage a safe learning environment (i.e., insufficient classroom management) OR Does not establish constructive relationships to engage learners	

Question Comments : *Comment Required

She made every student feel seen and loved.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
G. Data- Guided Instruction (1.000, 7.1%) CAEP-Initial-2022.R1.3 InTASC-2017.6.l	Uses data-informed decisions to design instruction and assessment	Uses minimal data to design instruction and assessment	Does not use data to design instruction and assessment	

Question Comments : *Comment Required

She did a review of addition using turkey feather addition along with a roll and add game.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
H. Feedback to Learners (1.000, 7.1%) CAEP-Initial-2022.R1.3 InTASC-2017.6.d	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement AND Provides timely feedback	Provides minimal feedback that 1. Enables learners to recognize strengths OR areas for improvement OR Feedback is provided in a somewhat timely fashion	Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement OR Feedback is not provided in a timely fashion	

Question Comments : *Comment Required

Gave positive praise for students making great choices in class. She was also gentle and did well to redirect students who needed a reminder to focus.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations

I. Assessment Techniques (1.000, 7.1%) CAEP-Initial-2022.R1.3 InTASC-2017.7.d	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative	Assessment techniques are 1. Developmentally appropriate 2. Formative	Assessment techniques are 1. Developmentally inappropriate OR Not used

Question Comments : *Comment Required

The independent worksheet was developmentally appropriate and formative.

	Meets Expectations (2.000 pts)	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Meets Expectations**
J. Connections to Research and Theory (1.000, 7.1%) CAEP-Initial-2022.R1.1	Discusses and provides evidence of connections to educational research and/or theory	Mentions connections to educational research and/or theory	No connections OR inaccurate connections to educational research and/or theory	

Question Comments : *Comment Required

Meets expectations.

	Meets Expectations (2.000 pts)	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Meets Expectations**
K. Demonstrates Punctuality (1.000, 7.1%) CAEP-Initial-2022.R1.4 InTASC-2017.9.o	Reports on time for experience AND Additional teacher engagements (e.g., IEPs, teacher committees)	Inconsistently reports on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	Does not report on time for experience AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	

Question Comments : *Comment Required

She was on time each session.

	Meets Expectations (2.000 pts)	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000**	**Meets Expectations**

			pt)	
L. Meets Deadlines and Obligations (1.000, 7.1%) CAEP-Initial-2022.R1.4 InTASC-2017.9.o	Meets deadlines and obligations established by the cooperating teacher, instructor, and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	Most of the time meets deadlines and obligations established by the cooperating teacher, instructor, and/or supervisor AND Informs some stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	Frequently misses deadlines or obligations established by the cooperating teacher, instructor, and/or supervisor AND/OR Does not inform stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence	

Question Comments : *Comment Required

Meets deadlines

	Meets Expectations (2.000 pts)	**Emerging (1.000 pt)**	**Does Not Meet Expectations (0.000 pt)**	**Meets Expectations**
M. Collaboration (1.000, 7.1%) CAEP-Initial-2022.R1.4 InTASC-2017.10.b	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.)	

Question Comments : *Comment Required

Willing to collaborate and ask questions when needed.

	Meets Expectations (2.000 pts)	Emerging (1.000 pt)	Does Not Meet Expectations (0.000 pt)	Meets Expectations
N. Responds Positively to Feedback and Constructive Criticism (1.000, 7.1%) CAEP-Initial-2022.R1.4 InTASC-2017.9.n	Is receptive to feedback, constructive criticism, supervision, and responds professionally 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 inconsistently	Is not receptive to feedback, constructive criticism, and supervision AND/OR Does not incorporate feedback	

Question Comments : *Comment Required

Very responsive and asked great questions.

Section Weight: 0%

School Setting: Part A

School Setting (This section's scoring will not affect the student's overall score. The point values are for reporting purposes only.) (1.000, 100.0%) — **City**

Question Comments :

Liberty Christian Academy is a private Christian school in the city of Lynchburg. We are affiliated with Liberty University and Thomas Road Baptist Church.

Section Weight: 0%

Element 1Method of Instructional Delivery (This section's scoring will not affect the student's overall score. The point values are for reporting purposes only.) (1.000, 100.0%) — **In Person Only**

Question Comments :

In person

Section Weight: 0%

Pre-SCRIP Dispositions Assessment Rubric

Dear Host Teacher, Cooperating Teacher, or On-site Mentor,

Before completing the SCRIP/Pre-SCRIP assessment, please review the SCRIP/Pre-SCRIP Scorer Training video. This video will explain the importance of this assessment and will provide direction on how to accurately score the candidate using the instrument. The video is less than 15 minutes in length. Here is the link:
https://watch.liberty.edu/media/t/1_103thmlr

Comments are not required for indicators that meet the standard. However, please leave a comment on any standard indicator that your candidate scored "does not meet - developing" or "no evidence" to help him/her grow in their practice.

Also attached is a copy of the PowerPoint used in the video in case you would like to refer back to the slides after watching the training. Thank you so much for investing in the training and preparation of future educators!

Attachments: SCRIP__Pre_SCRIP_Scorer_Training_200602.pptx

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
A. Social Responsibility (1.000, 10.0%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.m NASDTEC-MCEE-2015.3	The candidate demonstrates a sense of fairness, justice, and equity for all students	The candidate states that all students can learn BUT the candidate's actions do not confirm the belief.	No evidence provided.	

Question Comments : ***Comment Required**

The children felt safe and loved.

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
B. Social Responsibility (1.000, 10.0%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f	The candidate interacts effectively with students and/or teachers to provide a positive, structured,	The classroom environment is lacking in positive affirmation, structure, OR safety.	No evidence provided.	

InTASC-2017.10.c NASDTEC-MCEE-2015.3	safe learning environment.			

Question Comments : *Comment Required

She interacted effectively with teacher and the students.

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
C. Commitment (1.000, 10.0%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.10.p NASDTEC-MCEE-2015.1	The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines	The candidate makes commitments that he/she is unable to keep.	No evidence provided.	

Question Comments : *Comment Required

She follows through on commitments and took the practicum seriously.

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
D. Commitment (1.000, 10.0%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.k NASDTEC-MCEE-2015.1	The candidate shows the self-discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/ or leadership and supervision to occur. AND The candidate	The candidate's lack of planning, preparation, or organization hinders successful instruction or leadership. OR The candidate completes assigned tasks after the deadline.	No evidence provided.	

	completes assigned tasks on time.			

Question Comments : *Comment Required

Demonstrates self-discipline and willing to work to be successful.

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
E. Reflective Practice (1.000, 10.0%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.c NASDTEC-MCEE-2015.2	The candidate thoughtfully considers educational matters and the practice of teaching to make informed decisions	The candidate spends little time reflecting on the practice of teaching to make informed decisions.	No evidence provided.	

Question Comments : *Comment Required

Brooklyn was able to see a very interesting class dynamic with several challenges. She was also able to provide 1-1 support for students who needed that help.

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
F. Reflective Practice (1.000, 10.0%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.c NASDTEC-MCEE-2015.2	The candidate makes choices after pondering ideas and experiences.	The candidate acts quickly before thinking about the results.	No evidence provided.	

Question Comments : *Comment Required

Makes choices based on student needs.

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
G. Integrity (1.000, 10.0%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.o NASDTEC-MCEE-2015.2	The candidate models good citizenship and acts in an ethical and moral manner. AND The candidate values honesty inside and outside of the classroom and school.	The candidate does not follow the rules or the law. OR The candidate acts in a way which causes others to question his/her ethics or morals.	No evidence provided.	

Question Comments : *Comment Required

Models excellent citizenship.

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
H. Integrity (1.000, 10.0%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f ISTE.2.3 ISTE.LDR.3 InTASC-2017.10.g NASDTEC-MCEE-2015.5	The candidate demonstrates a positive commitment to consuming, creating, distributing, and communicating information through all technologies.	The candidate lacks professional discretion when consuming, creating, distributing, and/or communicating through the use of all technologies.	No evidence provided.	

Question Comments : *Comment Required

The candidate demonstrates a positive commitment to consuming, creating, distributing, and communicating information through all technologies.

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
I. Professionalism (1.000, 10.0%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.10.c NASDTEC-MCEE-2015.2	The candidate demonstrates appropriate behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur. AND The candidate manages personal emotions and feelings and reacts reasonably to situations. AND The candidate acts confidently and maturely.	The candidate is impatient or inflexible, lacks personal management skills and confidence.	No evidence provided.	

Question Comments : ***Comment Required**

Confident and mature.

	Level 2: Met-Proficient (2.000 pts)	Level 1: Not Met-Developing (1.000 pt)	Level 0: No Evidence (0.000 pt)	Level 2: Met - Proficient
J. Professionalism (1.000, 10.0%) CAEP-Initial-2022.R1.4 CAEP-Revised-Advanced-2022.RA1.1f InTASC-2017.9.c NASDTEC-MCEE-2015.2	The candidate effectively uses the English language in speech and writing.	The candidate has many errors in written communication.	No evidence provided.	

Question Comments : *Comment Required

Communicates clearly and professionally.

Pre-SCRIP Dispositions Assessment Rubric Comments : *Comment Required

Brooklyn was a pleasure to have in our class. I encouraged her to jump right in and help students if she noticed they needed it. She would ask questions and redirect students. She was also very encouraging and they absolutely loved having her in the classroom. She also worked with a few students 1-1 when the opportunity presented itself. We loved having Brooklyn in our Kindergarten classroom over the last few weeks.

Overall Evaluation Comments

Comments: *Required

Thank you for being willing to jump into our Kindergarten chaos. :) It's a very challenging group but Brooklyn did a wonderful job working with the students. She made them feel loved and safe.

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	0.00	100.00%	0.00 **0.00**	*Finalized*

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