Para-to Programs Student Teaching
Observation, Triad, and CPAST Checklist

During the Student Teaching Experience the Cooperating Teacher (CT), Student Teacher (ST) and the University Supervisor (US) will participate in 4 formal observations, and 3 triad meetings including a midterm CPAST and a culminating CPAST. (2 observations per semester, 2 triad meetings fall semester, 1 triad meeting spring semester.)

Candidate Preservice Assessment of Student Teaching (CPAST)

CPAST Training: The MOU to utilize the CPAST indicates we may only share materials with users via password protection. Please complete the required training using the link that can be found in the Student Learning and Licensure (SLL) CPAST activity to better understand the CPAST tool. The CPAST "look fors" and rubric can also be found in the SLL CPAST activity.

FALL SEMESTER

Week 1 or 2: Initial Triad Meeting

The University Supervisor (US) will schedule a time to meet with the cooperating teacher (CT) and student teacher (ST).
Before: The student teacher should have their goals from PSTE available to reference as a guide for making goals for the student teaching semester.
During: US will hold an initial triad meeting with the CT and ST that covers the following:
>Expectations of the program (e.g., number of visits, observation feedback procedures)
>An introduction to the CPAST Student Teaching Form.
>Set/Review goals for the experience based on Pre-Student Teaching CPAST form.
>Discuss brief explanation of the midterm and final triad meetings.
>Exchange schedules and set dates/times for observations and triads.
>Answer any question the CT and ST may have.

Weeks 3-10: Two Formal Observations

Two Live Cooperating Teacher Formal Observations

>The SMSU lesson plan template must be used for all formal observations.
1. Review your lesson plan and receive feedback from your cooperating teacher.
2. Teach your lesson.
3. CT completes the SMSU Observational Note form.
4. Review feedback from your cooperating teacher.
5. Cooperating Teacher submits their Observational Notes form to SLL.
6. Include a reflection of the lesson and the feedback received by your CT in your daily reflection.

>Repeat the process for the second CT observation.

Two University Supervisor Formal Observations (1 In Person, 1 Virtual)
>The SMSU lesson plan template must be used for all formal observations.
US Observation 1- In Person
1. Review your lesson plan and receive feedback from your cooperating teacher. 2. Submit your lesson plan to SLL. 3. US reviews lesson plan in SLL and completes the lesson plan rubric including feedback. 4. US visits in person to observe and completes the Observational Notes form. 5. Us and ST meet to debrief and offer actionable feedback. 5. University Supervisor submits observation form to SLL.
US Observation 2-Virtual (recorded or zoom in live)
1. Review your lesson plan and receive feedback from your cooperating teacher. 2. Submit your lesson plan to SLL. 3. US reviews lesson plan in SLL and completes the lesson plan rubric including feedback. 4. Record your lesson and submit it to the SLL activity or zoom your US into the classroom. The US completes the Observational Notes form during when viewing the lesson. 5. US and ST meet via zoom or phone to debrief and offer actionable feedback. 6. University Supervisor submits Observational Notes form to SLL.

Weeks 11 or 12: Midterm Triad Meeting (In Person or via Zoom)

University Supervisor schedules a time to meet with both CTs and ST. Invite the CT for spring semester to ensure a smooth transition. (Approx 45 min to 1 hr.)

Before: Ensure the following is completed prior to the midterm:

>Review scoring procedures for the CPAST Student Teaching Form. Consider all sources of evidence, such as informal and formal observations, day-to-day interactions, weekly reflections, lesson plans, etc.

>Reiterate that each team member is expected to come to the conference with his or her own CPAST Student Teaching Form already completed and 1–2 semester goals for the student teacher drafted.

During: Hold the midterm triad meeting, ensuring you include the following:

>The US should bring a blank consensus form to the conference to record the team's official evaluation. Or, use a computer to enter the scores directly into the SLL Midterm CPAST activity.

1. Discuss the candidate's present levels of performance for each of the CPAST rows. Discuss or present evidence to support your rating. Consider all sources of evidence, such as informal and formal observations, day-to-day interactions, weekly reflections, lesson plans, etc.
2. Come to a consensus on a score for each row and record the score on the CPAST consensus form.
3. Create and record goals for the candidate to grow in their teaching skills and professional dispositions for the remainder of their student teaching semester.
4. University Supervisor enters the consensus scores and goals into the **Midterm SLL activity**.

SPRING SEMESTER

Weeks 1-10: Two Formal Observations

Two Live Cooperating Teacher Formal Observations

>Follow directions for CT and US Observations from weeks 2-6.

Two University Supervisor Formal Observations (1 In Person, 1 Virtual)

>Follow directions for CT and US Observations from weeks 2-6.
>Ideally observation 3 will be in person with observation 4 being virtual.

Week 11 or 12 Final Triad Meeting

Before Ensure the following is completed prior to the midterm:

>Review procedures for scoring the CPAST Student Teaching Form. Consider all sources of evidence, such as informal and formal observations, day-to-day interactions, weekly reflections, lesson plans, etc.
>Reiterate that each team member is expected to come to the conference with his or her own CPAST Student Teaching Form already completed and have a draft of first-year teaching goals for the student teacher.

During: Hold the midterm triad meeting, ensuring you include the following:

>The US should bring a blank consensus form to the conference to record the team's official evaluation. Or, use a computer to enter the scores directly into the SLL Midterm CPAST activity.

1. Discuss the candidate's present levels of performance for each of the CPAST rows. Discuss or present evidence to support your rating. Consider all sources of evidence, such as informal and formal observations, day-to-day interactions, weekly reflections, lesson plans, etc.
2. Come to a consensus on a score for each row and record the score on the CPAST consensus form.
3. Create and record goals for the candidate to grow in their teaching skills and professional dispositions for their first year of teaching.
4. University Supervisor enters the consensus scores and goals into the **Final Evaluation SLL activity**.