Student Teaching: More Than One Licensure
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 formal observations and triad meetings, including a midterm CPAST and a culminating CPAST.

Number of Licensure Areas	Number of Weeks	Number of Observations by CT & US	Number of Triad Meetings
2	14	5	4
3	16	6	5

*At least one observation and one triad meeting must take place in each placement. Since each student teaching placement is unique, use the below as a guide only. You may need to adjust based on the schedule of the candidate's student teaching experience.

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.

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 2-9: Two or Three Formal Observations
One Triad Meeting

*See table above for the number required for your licensure areas.

Two to Three 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 to Three University Supervisor Formal Observations (At least one 1 In Person and 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 7-9: Midterm Triad Meeting (In Person or via Zoom)

University Supervisor schedules a time to meet with CTs and ST. If applicable, invite the CT from the next placement 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**.

Weeks 10-14: One or Two Formal Observations One Triad

*See table above for the number required for your licensure areas.

One Live Cooperating Teacher Formal Observation

>Follow directions for CT and US Observations from weeks 2-9.

One University Supervisor Formal Observation (Virtual or In Person)

>Follow directions for CT and US Observations from weeks 2-9.

Weeks 15 or 16: One Formal Observation

One Live Cooperating Teacher Formal Observation

>Follow directions for CT and US Observations from weeks 2-9.

One University Supervisor Formal Observation (Virtual or In Person)

>Follow directions for CT and US Observations from weeks 2-9.

Week 13-16 Final Triad Meeting

University Supervisor schedules a time to meet with CT, and ST. (Approx 45 min to 1 hr.)
If ST has more than one placement, all CTs must attend.
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**.