
MEMORANDUM

To: Professional Educator Licensing and Standards Board
From: Erin Doan, Director of Teacher Preparation and Pathways
Date: January 23, 2026
Subject: CPAST Update –REPORT

Background

At the December 20, 2024 board meeting, the Board approved a two-year pilot allowing teacher preparation providers to use the Candidate Pre-Service Student Teaching (CPAST) assessment. The goal of this pilot is to collect data on an alternative performance-based measure of teacher preparation.

Based on the many appealing features of this assessment tool, including no costs to candidates, consistent feedback to candidates, reduced time burdens to candidates, and the data cleaning available for TPPs, most of the teacher preparation providers offering initial licensure have joined this pilot (26/34) that started in the spring of 2025.

PELSB began receiving its first self-studies, addendums, and PERCAs with CPAST data in fall of 2025. With only one semester completed by most providers, data availability is limited at this time.

The Board has the regulatory obligation to ensure that all teacher preparation programs evidence their effectiveness by demonstrating candidate attainment of program outcomes.

To meet its regulatory obligation, the Board relies on multiple measures including the Common Metrics survey results, key assessments, stakeholder feedback, clinical experience assessments, and a Board-adopted teacher performance assessment. The Board values multiple measures since different tools serve unique purposes. The edTPA, the current Board-adopted teacher performance assessment, is a standardized tool evaluated outside of the institution. The CPAST is being piloted as a performance assessment and is feedback oriented with internal supervisors and cooperating teachers providing qualitative information about teacher candidates.

Prior to the pilot, the Board had two common measures across initial licensure programs and units – the Board-adopted teacher performance assessment and Common Metrics surveys. Common Metrics surveys

ask completers to reflect on the effectiveness of their program at completion and one year after completion and ask supervisors to rate teachers one year after program completion.

Common measures continue to support the Board in more easily recognizing specific areas where performance is outside of expectation and in encouraging continuous improvement aligned to those areas.

By offering this pilot, the Board is allowing for participating teacher preparation providers to use the CPAST in place of the edTPA. Throughout the pilot process, the Board will need to review data to answer the following questions.

- How does the CPAST support PELSB in meeting its regulatory obligations and does its use align to PELSB's mission and vision?
- Are there rubrics that need to be added to the CPAST to better assess Minnesota's Standards of Effective Practice?
- If both the edTPA and CPAST are used in the future, what are the potential data gaps between the two assessment tools? Can both of these assessments be used by different TPPs?
- The Board is currently required by statute to establish cut scores for performance assessments. Will cut scores impact scoring practices?

Reporting Requirements

As outlined in a collaborative effort between PELSB and participating teacher preparation providers, the reporting requirements for participating units will be as follows:

Report	Timing	Content
Data Summary Report	Annually, starting as soon as Spring 2026 (for TPPs using the CPAST in Spring 2025)	Unit average score by task Unit pass rate by task
Unit Report Self-Studies	Submit in self-study or self-study addendum when scheduled	Rubric A and Rubric C data for Standard 2(3) Rubric D for Unit 2(5) Rubric H for 2(8)
Unit Report on Continuous Improvement 8705.1500-MN Rules Part	Submit as scheduled	Include identification of unit (and program) strengths and areas of improvement, including but not limited to C(2) data and analysis of candidate scores in teacher performance assessments: <ul style="list-style-type: none">• What trends are there with zero scores as a unit and within programs?

		<ul style="list-style-type: none"> • What strengths/areas of improvement are noted as it pertains to aggregated or disaggregated data? • Report program pass rate by task and program average score by task • Include analysis of data - what does this data mean (or not mean) in the context of other (non-CPAST) data points?
PERCA	Submit as scheduled	Submit CPAST data with average final scores and pass rates by program. Depending on the submission timeline, programs may submit edTPA and CPAST data.
End of pilot data (Submitted by rubric)	Due July 1, 2027	<p>Midterm and final average scores, unit data and disaggregated data by program:</p> <ul style="list-style-type: none"> • Include up to 3 years of data (may be less depending on timing of implementation) <p>Unit and program pass rates</p> <ul style="list-style-type: none"> • For program data, programs with mostly shared requirements may be combined (for example, all science programs or all special education programs)

Options

This is a report only. No action is needed.