Initial certification candidates at checkpoint (CP) 3 earned a mean score of 2.48 out of 3, exceeding the meets expectation (2 out of 3) on the CPAST rubric element (D, I, M, and R) aligned to CAEP Standard R1.1 (The Learner and Learning). This score indicates that candidates, on average, have demonstrated the ability to apply critical concepts and principles of learner development (InTASC Standard 1), learner differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) to work effectively with diverse P-12 students and their families.

Initial certification candidates at CP 3 earned a mean score of 2.44 out of 3, exceeding the meets expectation (2 out of 3) on the CPAST rubric element (F and H) aligned to CAEP Standard R1.2 (Content). This score indicates that candidates, on average, have demonstrated the ability to know central concepts of their content area (InTASC Standard 4) and apply content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students.

Initial certification candidates at CP 3 earned a mean score of 2.50 out of 3, exceeding the meets expectation (2 out of 3) on the CPAST rubric element (A, B, C, E, G, J, K, and L) aligned to CAEP Standard R1.3 (Instructional Practice). This score indicates that candidates, on average, have demonstrated the ability to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students.

Initial certification candidates at CP 3 earned a mean score of 2.60 out of 3, exceeding the meets expectation (2 out of 3) on the CPAST rubric element (N, O, P, Q, S, T, and U) aligned to CAEP Standard R1.4 (Professional Responsibility). This score indicates that candidates, on average, have demonstrated the ability to engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.