

Candidate Assessment of Performance – 2015-16 Pilot



Core Principles

Why Core Principles?

There are specific aspects of CAP that need to remain intact in order to preserve the integrity of the assessment. As we seek feedback to improve CAP and prepare for full implementation, we want to maintain the purpose and goals of CAP, which include:

- To ensure teacher candidates are ready to make impact with students day one;
- To measure teacher candidates' practice on key indicators as outlined in the [Guidelines for the Professional Standards for Teachers \(PSTs\)](#); and
- To support teachers in improving their practice based on targeted feedback and performance evaluations.

In support of these goals, there are several key principles that both drove the initial development of CAP and that ESE anticipates maintaining throughout future iterations in order to preserve the integrity of the assessment.

Core Principles:

1. **Observations and Feedback:** A key purpose of CAP is to provide teacher candidates with targeted feedback to inform their growth and ensure that candidates meet a threshold of performance expectations. Observations are an essential source of evidence in CAP as a way for assessors to actively collect evidence and then synthesize the key evidence to provide focused feedback to candidates.
2. **Alignment to the Educator Evaluation Framework:**
 - **The 5-Step Cycle:** The 5-Step Cycle provides a continuous opportunity for professional growth and development through self-directed analysis and reflection, planning, action steps, and collaboration.
 - **Professional Judgment:** Professional judgment is paramount to the implementation of CAP. CAP respects the professional judgment of supervising practitioners and program supervisors in determining formative and summative ratings.
 - **Impact on Student Learning:** by creating a measure of student learning, Supervising Practitioners are given the opportunity to determine a candidate's effectiveness with students.

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- **Student Feedback Surveys:** Feedback from students plays a key role in teaching and learning in the Commonwealth and is a critical source of evidence in understanding candidate performance.
- 3. **Calibration:** calibrating feedback and ratings is essential in order to ensure that candidates are receiving consistent messages about their practice.
- 4. **Evidence:** Assessors use various forms of evidence throughout a candidate’s practicum to both determine and support ratings for the candidate and to provide concrete examples of areas of strength or areas where candidates need more support to grow.
- 5. **Focus Elements:** The detailed descriptors of each element allow teacher candidates and assessors to prioritize specific areas for evidence-gathering, feedback, and assessment. The result is a more transparent and manageable process.
- 6. **Expectation of Candidate Readiness:** ESE worked closely with stakeholders to narrow the expectations for novice teachers both in differentiating the PSTs (introduction, practice, demonstrate) and by selecting the six essential elements to assess in CAP. Both the PSTs and CAP do, however, increase the expectations for candidate readiness upon program completion. ESE does expect that candidates are ready to make a positive impact with their students on the first day in the classroom.