



Candidate Assessment of Performance

**Conducting Observations and Providing Meaningful Feedback**

Workshop for Program Supervisors and Supervising Practitioners

Facilitator's Guide

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# Preparing for the Workshop

## Overview

This workshop is designed to provide program supervisors and supervising practitioners with an overview of the role of observations and feedback in the [Candidate Assessment of Performance \(CAP\)](#), as well as opportunities to practice conducting observations and constructing feedback using the CAP Model Observation Protocol and calibrating evidence and feedback with colleagues. The goal of this workshop is to build capacity for delivering high-quality, targeted, and actionable feedback to teacher candidates grounded in evidence collected during observations.

## Context

This facilitator's guide is designed to assist educator preparation program staff in delivering a rich and engaging training experience for program supervisors and/or supervising practitioners. The content of this workshop is based on the [CAP Model Observation Protocol](#). Programs using an alternative observation protocol should review this guide and the other workshop materials to determine where they will need to be customized to reflect the program's expectations for conducting observations and providing feedback. Given that participants will have varying levels of knowledge about the CAP and a range of experience conducting observations and providing feedback, ESE recommends that participants be familiar with the following resources prior to engaging in the workshop:

- [CAP Flyover](#)
- [CAP Model Observation Protocol](#)

## Intended Outcomes

At the end of this session:

- Participants will have a clear understanding of the role of observations in CAP.
- Participants will know how to effectively use the CAP Observation Forms and ESE Model Observation Protocol to collect and organize evidence and provide high-quality, targeted, and actionable feedback to teacher candidates.
- Participants will have practiced conducting a CAP observation and constructing feedback.
- Participants will have a clear understanding of calibration and have engaged in a calibration activity to begin to develop a common set of expectations for practice.

## Equipment and Materials

- Equipment: Laptop computer with an internet connection and a copy of the workshop PowerPoint slides and a projector.
- Handouts packet, which includes:
  - ESE Model Observation Protocol
  - CAP Observation Forms

## Facilitator Guide

This workshop is divided into five sections and has a total time of 2 hours and 15 minutes:

- I. Warming Up (10 minutes)
- II. Learning (30 minutes)
- III. Practicing (45 minutes)
- IV. Calibrating (45 minutes)
- V. Recapping (5 minutes)

Slides are provided to facilitate each section and this corresponding guide includes facilitator notes, as well as *italicized* talking points for each slide.

*Note:* If participants have experience with the CAP Observation Forms and ESE Model Observation Protocol, facilitators may opt to omit the Learning section to reduce total workshop time to 1 hour and 45 minutes.

### I. Warming Up (10 minutes)

Title slide

- This workshop is designed to be delivered to a group of program supervisors and/or supervising practitioners. Portions of the workshop are based on the CAP Model Observation Protocol included in the CAP Guidelines. Programs that have made changes to the model protocol or are using a different protocol should examine this content carefully and make any necessary adjustments.



Slide 1

Quick transition

Warming Up:

- This workshop is broken up into the following sections Warming Up, Learning, Practicing, Calibrating, and Recapping.

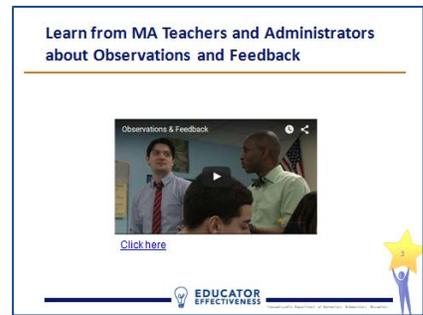


Slide 2

Quick transition

Warming Up:

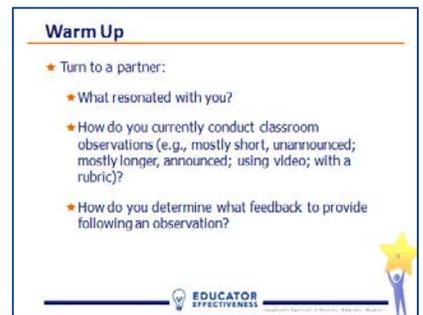
- The video clip featured on this slide is from the [Transforming Educator Evaluation in Massachusetts \(TEEM\) series](#). The TEEM videos feature educators from four MA districts describing strategies for creating meaningful, high quality educator evaluation experiences. This video on Observations and Feedback is a good primer to help participants reflect on their observation practices.
- Click on the screenshot in presentation mode to launch the 5-minute video clip.



Slide 3  
5 minutes

Warming Up:

- Push participants to be specific about their current processes for determining what feedback to offer those they observe.
- Participants will likely have a range of experiences and preferences conducting observations and providing feedback. Facilitators may find it helpful to surface these differences by adding a whole-group share to the warm up activity.



Slide 4  
5 minutes

## II. Learning (30 minutes)

Learning:

- In this section, participants will learn how observations are used in CAP, the CAP Model Observation Protocol, and the CAP Observation Forms.



Slide 5  
Quick Transition

Learning:

- Review the goals of CAP to ground the workshop.
- Note the responsibility of program supervisors and supervising practitioners to support candidates' growth and development through feedback.

**Goals of CAP**

- ✓ Provide candidates with opportunities to demonstrate the knowledge and skills they have gained in preparation.
- ✓ Support candidates' growth and development through consistent, high quality feedback and evaluation.
- ✓ Ensure candidates are ready to make impact with students on DAY 1.



Slide 6

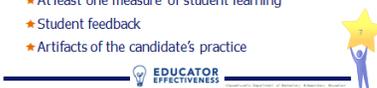
1 minute

Learning:

- Remind participants about the multiple categories of evidence that are used in CAP and note the prominent role of observations.

**The CAP Process**

- ★ CAP takes place throughout the practicum.
- ★ Program supervisors, supervising practitioners, and candidates collect evidence of practice, which informs CAP ratings.
- ★ Evidence includes:
  - ★ At least 2 announced and 2 unannounced observations
  - ★ At least one measure of student learning
  - ★ Student feedback
  - ★ Artifacts of the candidate's practice



Slide 7

2 minutes

Learning:

- *Observations help program supervisors and supervising practitioners both collect evidence of performance and provide focused feedback to teacher candidates to drive improvement in their practice.*

**The Role of Observations**

- ★ Observations are a critical source of evidence collected by CAP assessors.
- ★ Observations help assessors with two important tasks:
  - ★ **Collecting** and **documenting** evidence of performance for the 6 essential elements measured by CAP.
  - ★ Providing **focused, actionable feedback** to candidates about their performance.



Slide 8

1 minute

Learning:

- In CAP, the four required observations are aligned to “focus elements,” which are a subset of the six essential elements measured by CAP.
- Announced Observation #1 is focused on well-structured lessons and high expectations.
- Unannounced Observation #1 is focused on well-structured lessons and safe-learning environment.
- Announced Observation #2 is focused on adjustments to practice and meeting diverse needs.
- Unannounced Observation #2 is focused on adjustments to practice.
- Focus elements help program supervisors and supervising practitioners provide targeted feedback and prevent candidates from feeling overwhelmed.
- Evidence related to any of the six essential elements can be documented during any observation. The focus elements set the minimum expectations and give assessors license to be specific.

**The Four CAP Observations**

★ Each source of evidence in CAP is designed to target a subset of the 6 essential elements – “focus elements.”

|                           | Well-Structured Lessons | Adjustments to Practice | Meeting Diverse Needs | Safe Learning Environment | High Expectations | Reflective Practice |
|---------------------------|-------------------------|-------------------------|-----------------------|---------------------------|-------------------|---------------------|
| Announced Observation 1   | X                       |                         |                       |                           | X                 |                     |
| Unannounced Observation 1 | X                       |                         |                       | X                         |                   |                     |
| Announced Observation 2   |                         | X                       | X                     |                           |                   |                     |
| Unannounced Observation 2 |                         | X                       |                       |                           |                   |                     |

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Slide 9  
3 minutes

Learning:

- During the observation, program supervisors and supervising practitioners should be focused on documenting what is happening by recording teacher and student behaviors and actions. This is called active evidence collection.
- After the observation, the program supervisor and/or supervising practitioner will analyze the evidence collected, extract trends and draw conclusions.
- The candidate should also reflect on his/her performance during the lesson and share the reflection with the program supervisor and/or supervising practitioner. This is an important step in developing candidates capable of improving practice based on their reflections about what did and did not go as planned, as well as documenting the candidate’s performance on the reflective practice element.
- Finally, the observation should result in targeted feedback for the candidate in the form of specific areas of reinforcement and refinement, which will be covered in depth later.

**Components of a CAP Observation**

- ★ Active evidence collection
  - ★ DO document what is happening (e.g., teacher and student actions/behaviors).
  - ★ DO NOT make judgments about performance during the observation.
- ★ Analysis and synthesis of evidence following the observation.
  - ★ Connect evidence to the 6 essential elements (required for at least the focus elements for the observation).
- ★ Self-reflection by the candidate
- ★ Targeted feedback to the candidate

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Slide 10  
3 minutes

Learning:

- Slides 11-16 unpack the CAP Model Observation Protocol. Programs that are not using the model protocol should adapt this content as needed.
- *Here are the main components of the CAP Model Observation Protocol. The next several slides unpack the protocol.*
- *Note that part 1, Before the Observation, is omitted for unannounced observations.*
- Refer participants to the **ESE Model Observation Protocol included in the handouts packet (pages 4-10).**

**ESE's Model Observation Protocol**

1. Before the Observation (for announced observations)
  - ★ Preparing for the pre-conference
  - ★ Conducting the pre-conference
2. During the Observation
  - ★ Actively collecting evidence
3. After the Observation
  - ★ Analyzing the evidence
  - ★ Preparing for the post-conference
  - ★ Identifying reinforcement/refinement objectives
  - ★ Conducting the post-conference

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Slide 11  
Quick Transition

Learning:

- *The pre-conference can be an important opportunity to build rapport with the teacher candidate, establish a coaching relationship, and begin to collect evidence for the upcoming observation.*
- *It should occur 1-2 days prior to an announced observation. Plan for 15-20 minutes.*
- *Prior to the pre-conference program supervisors and/or supervising practitioners should gather and review evidence including: the lesson plan and lesson materials and prior feedback provided to candidate.*
- *CAP is an assessment, so it is important not to provide substantial feedback on lesson plans and materials that will dramatically influence the candidate's plan during the pre-conference.*
- *The program supervisor and/or supervising practitioner should keep the pre-conference conversation focused by preparing 2-3 questions for the candidate. Page 2 of the model protocol includes additional example questions.*
- **Review page 6 of the handouts packet** with participants, which covers a three-step outline for the pre-conference: introduction, lesson discussion, closure from the CAP Model Observation Protocol.

**Model Protocol: Before the Observation**

- ★ Pre-Conference (1-2 days prior to observation – 20 min)
  - ★ *Do not influence the candidate's plan*
  - ★ Gather evidence such as lesson plans and materials in advance
  - ★ Prepare 2-3 questions for pre-conference to better understand lesson plans and collect additional evidence, such as:
    - ★ "What do you expect students to know and be able to do at the end of the lesson?"
    - ★ "How is the lesson structured for students who progress at different learning rates?"
  - ★ Let the candidate do most of the talking, but do help him/her reflect prior feedback when possible.

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Slide 12  
4 minutes

Learning:

- *During the observation, the program supervisor and/or supervising practitioner engage in active evidence collection, documenting what is happening by recording teacher and student actions and behaviors.*
- *At this point, judgment should be withheld.*
- *Scripting portions of the lesson may be a helpful way to collect evidence.*
- *ESE does not collect evidence from observations. In fact, program supervisors and supervising practitioners need not worry about the format or style of notes collected during an observation. Use whatever process will most accurately capture what happened during the lesson. Assessors will have an opportunity to polish and sort evidence after the observation.*

**Model Protocol: During the Observation**

- ★ Actively collect evidence without making judgments
- ★ Options: scripting, videotaping, audio-recording
- ★ Evidence collected during an observation is to aid assessor in identifying trends and selecting illustrative examples.
- ★ ESE does not collect evidence from observations.



Slide 13  
2 minutes

Learning:

- Refer participants to the **CAP Observation Form included in the handouts packet (page 11)**.
- Note that the CAP Guidelines include separate forms for each of the four required observations that indicate the focus elements for each observation.
- Indicate the section of the form where evidence collected during the observation is sorted by the six essential elements. Note that not all evidence collected must be sorted.
- *Evidence statements should say what happened in the observation that shows or does not show that a skill has been demonstrated. For example, an evidence statement in the II.A.3 Meeting Diverse Needs category might read, "Met diverse needs by circulating to each group during group work, asking probing questions and checking for understanding. However, neither groupings nor questioning was differentiated based on individual student need (not noted in lesson plans or during pre/post conferences)."*

**Model Protocol: After the Observation**

- ★ Review evidence and sort using the evidence chart included on the CAP observation form.
- ★ Not every piece of evidence collected needs to be sorted.
- ★ Consult the CAP Rubric when sorting evidence.
- ★ Evidence statements should say what happened in the observation that shows/does not show that a skill has been demonstrated.



Slide 14  
4 minutes

Learning:

- Refer participants to the **Post-Conference Planning Form from the model observation protocol included in the handouts packet (page 20) and let them know that they will be working with this form later in the workshop.**
- *Once the evidence has been analyzed and synthesized using the observation form, it is time to plan for the post-conference. The Post-Conference Planning Form may be helpful here.*
- *As a first step, if the observation was conducted jointly, it's important for the program supervisor and supervising practitioner to calibrate feedback prior to the post-conference.*
- *Next, the program supervisor or supervising practitioner should collect a self-reflection from the candidate (again a good source of evidence for the reflective practice element). A model self-reflection form is included with the model observation protocol.*
- *Finally, the program supervisor and/or supervising practitioner identify at least 1-2 areas of reinforcement and 1-2 areas of refinement to share as feedback to the candidate during the post-conference.*

**Model Protocol: After the Observation**

- ★ Prepare for the post-conference.
- ★ If conducted jointly, the program supervisor and supervising practitioner should calibrate feedback *before* the post-conference.
- ★ Collect self-reflection from candidate
- ★ Identify 1-2 areas of **reinforcement** ("keep doing what you're doing")
  - ★ Should identify candidate's instructional strength in a way that encourages continuation of effective practices.
- ★ Identify 1-2 areas of **refinement** ("instead, try this...")
  - ★ Should identify areas in need of instructional improvement.

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Slide 15

5 minutes

Learning:

- *During the post-conference, the program supervisor and/or supervising practitioner will provide the candidate with the completed observation form and talk through the feedback and available supports, asking reflection questions throughout.*
- **Review pages 9 and 10 of the handouts packet** with participants, which cover a three-step outline for the post-conference: introduction, discussion of reinforcement/refinement areas, closure.

**Model Protocol: After the Observation**

- ★ Conduct the post-conference (30 minutes)
- ★ Post-conferences should occur after the assessor has had an opportunity to synthesize the evidence.
- ★ Ask the candidate self-reflection questions related to areas of refinement (good source of evidence for the reflective practice element).
- ★ Provide concrete suggestions for improvement and share resources/supports.
- ★ Share observation form.
- ★ Answer questions and confirm next steps.

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Slide 16

3 minutes

Learning:

- *A final quick reminder that the CAP Observation Forms are required for the four observations.*
- *The forms are not to be used during the observations, but rather after as a place for categorizing the evidence gathered during observation by the six essential elements.*

**CAP Observation Forms**

- ★ Forms available for each of the four required observations.
- ★ Indicate the focus elements for the observation, but accommodate evidence related to all 6 essential elements.
- ★ Are not designed for use *during* an observation, but rather as tools for synthesizing evidence and sorting by element.

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Slide 17

2 minutes

### III. Practicing (45 minutes)

Practicing:

- In this section, participants will watch a video of instructional practice and practice conducting an observation and developing feedback using the CAP Model Observation Protocol (notably the Post-Conference Planning Form).
- Again, programs that are not using the model protocol should modify this activity to reflect observation process program supervisors and supervising practitioners will use in the administration of CAP



Slide 18

Quick Transition

Practicing:

- Prepare participants to conduct a simulated unannounced observation. Participants should use a strategy such as scripting to thoroughly capture teacher and student actions and behaviors without judgment.
- *Note the focus elements for this lesson are well-structured lessons and safe-learning environment, the same as Unannounced Observation #1 in CAP.*

**Simulated Unannounced Observation**

- ★ In a moment we will watch a video of classroom instruction.
- ★ "Observe" the lesson using ESE's model observation protocol.
- ★ Remember, engage in active evidence collection by recording teacher and student actions and behaviors without judgment.
- ★ The focus elements for this lesson are: **well-structured lessons** and **safe learning environment**.

Slide 19

1 minute

Practicing:

- The video clip featured on this slide is from the ESE's [Calibration Video Library](#). The teacher practice depicted in the series is intentionally variable in quality to promote robust conversations.
- Click on the screenshot in presentation mode to launch the video clip.
- Stop the video at the 9:52 mark.

**Simulated Unannounced Observation**

[Click here](#)

Slide 20

10 minutes

Practicing:

- Refer participants to the **CAP Rubric (pages 13-18) and CAP Observation Form for Unannounced Observation #1 (page 19) included in the handouts packet.**
- Each participant should work independently for 10 minutes using the rubric and observation form to sort the evidence collected by the six essential elements and identify 1-2 reinforcement and 1-2 refinement areas. Cap the activity at 10 minutes and inform participants that it's ok if they do not complete the process in the time allotted.

**Simulated Unannounced Observation**

**Analyzing the Evidence**

- ★ Using the observation form and the CAP rubric, sort evidence into the evidence chart.
- ★ Not every piece of evidence collected needs to be sorted.
- ★ Evidence may demonstrate that one or more of the dimensions of an element (quality, scope, consistency) are being met OR that performance is not yet at the expected threshold.
- ★ Evidence statements should say what happened in the observation that shows/does not show that a skill has been demonstrated.



Slide 21

12 minutes

Practicing:

- Refer participants to the **Post-Conference Planning Form from the Model Observation Protocol included in the handouts packet (page 20).**
- Simulating the calibration that occurs between program supervisors and supervising practitioners, participants should pair-up and complete the post-conference planning form. Again, cap the activity at 10 minutes.
- *The guiding questions on page 5 of the model protocol may be helpful in indentifying reinforcement and refinement areas.*

**Simulated Unannounced Observation**

**Prepare for Post-Conference**

- ★ Turn to a partner and calibrate judgments based on evidence.
- ★ Work together to complete the Post-Conference Planning Form. Use the guiding questions in the Model Observation Protocol to identify:
  - ★ 1-2 areas of **reinforcement** ("keep doing what you're doing"); and
  - ★ 1-2 areas of **refinement** ("instead, try this...").



Slide 22

12 minutes

Practicing:

- Provide each pair an opportunity to share their 1-2 reinforcement and 1-2 refinement areas.
- Conduct a whole group discussion to uncover whether the judgments made based on the evidence collected and the feedback provided to the teacher (i.e., the reinforcement and refinement areas) were consistent within each pair and across the full group. If not, ask participants to reflect on why there were differences.

**Simulated Unannounced Observation**

**Whole-Group Discussion**

- ★ Round robin sharing of 1-2 reinforcement and refinement areas.
- ★ Discuss:
  - ★ Were the indentified reinforcement/refinement areas consistent across all pairs?
  - ★ Are the identified resources and supports likely to help the teacher improve practice in the refinement areas?
  - ★ What concrete feedback would you provide the teacher during a post-conference?



Slide 23

10 minutes

## IV. Calibrating (45 minutes)

### Calibrating:

- In this section, participants will watch a second video of instructional practice and engage in a calibration activity to promote a common, shared understanding of practice.
- Programs are encouraged to provide opportunities for CAP assessors to calibrate often. ESE's [Calibration Video Library](#) includes over 40 videos of classroom instruction, as well as calibration protocols and activities that can be used with the videos to develop a shared understanding of quality practice.

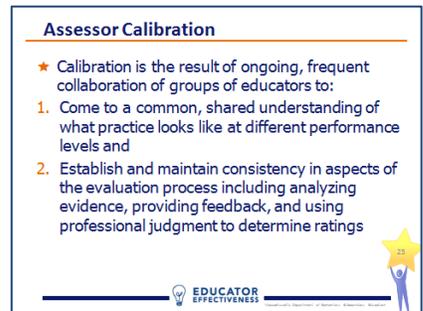


Slide 24

Quick Transition

### Calibrating:

- *This definition of calibration is used by ESE's educator evaluation team and reflects the importance of consistency in any evaluation process.*

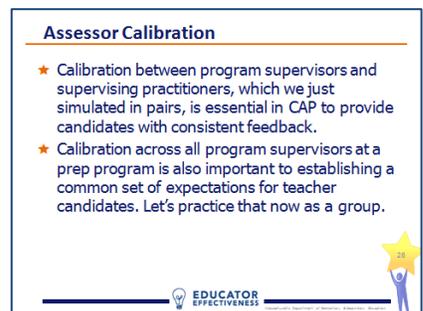


Slide 25

1 minute

### Calibrating:

- *In CAP, calibration is important in two ways. First, program supervisors and supervising practitioners must be calibrated to ensure that candidates receive consistent feedback. Second, calibration across all program supervisors will ensure that a program's rigorous expectations for candidate performance are reinforced with each observation.*



Slide 26

1 minute

Calibrating:

- Prepare participants to conduct a second simulated unannounced observation. Participants should again use a strategy such as scripting to thoroughly capture teacher and student actions and behaviors without judgment.
- *Note the focus element for this lesson is adjustments to practice, the same as Unannounced Observation #2 in CAP.*

**Assessor Calibration Simulation**

- ★ In a moment we will watch a second video of classroom instruction.
- ★ Again, "observe" the lesson using ESE's model observation protocol.
- ★ Remember, engage in active evidence collection by recording teacher and student actions and behaviors without judgment.
- ★ The focus element for this lesson is: **adjustments to practice**.
- ★ After the video we will simulate a calibration activity that programs can use to build common expectations.



Slide 27

1 minute

Calibrating:

- The video clip featured on this slide is from the ESE's [Calibration Video Library](#). The videos in this series are not exemplars. The teacher practice depicted in the series is intentionally variable in quality to promote robust conversations.
- Click on the screenshot in presentation mode to launch the video clip.
- Stop the video at the 10:04 mark.

**Assessor Calibration Simulation**



[Click here](#)



Slide 28

10 minutes

Calibrating:

- Refer participants to the **CAP Observation Form for Unannounced Observation #2 (page 22), the CAP Rubric (pages 13-18), and the Post-Conference Planning Form (page 23) included in the handouts packet.**
- As before, each participant should work independently for 10 minutes using the observation form and rubric to sort the evidence collected by the six essential elements and identify 1-2 reinforcement and 1-2 refinement areas. Cap the activity at 10 minutes and inform participants that it's ok if they do not complete the process in the time allotted.

**Assessor Calibration Simulation**

- ★ On your own:
- ★ Using the observation form and the CAP rubric, sort evidence into the evidence chart.
- ★ Complete the Post-Conference Planning Form. Use the guiding questions in the Model Observation Protocol to identify:
  - ★ 1-2 areas of **reinforcement** ("keep doing what you're doing"); and
  - ★ 1-2 areas of **refinement** ("Instead, try this...").



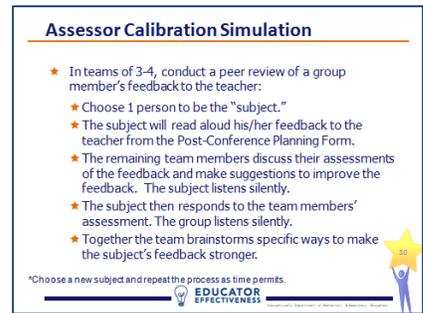
Slide 29

12 minutes

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Calibrating:

- Participants should break into teams of 3-4 and conduct a peer review of a group member's feedback to the teacher. This process is based on a model developed and used by the administrative team of the Revere Public Schools.
- Each team identifies a subject who is willing to read aloud his/her feedback (i.e., the areas of reinforcement and refinement and) to the group. (2 minutes)
- Next, the remaining group members critique the subject's feedback and make suggestions for improvement while the subject listens quietly. (4 minutes)
- Then the subject has a chance to respond to the team. (1 minute)
- Finally, the team works together to brainstorm ways to make the subject's feedback stronger. (3 minutes)
- Depending on the time allotted for the workshop, facilitators may wish to let teams choose a second subject and repeat the process.



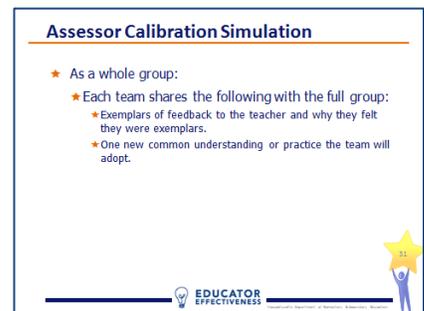
Slide 30

12 minutes

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Calibrating:

- Provide each team an opportunity to share 1-2 exemplars of feedback and a common understanding of practice that emerged in their discussion.



Slide 31

10 minutes

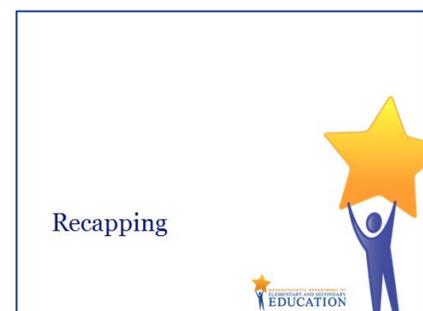
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## V. Recapping (5 minutes)

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Recapping

- In this final section, the facilitator will recap key takeaways and take questions.



Slide 32

Quick Transition

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## Recapping

- Review the goal of observations in CAP and remind participants of the model observation protocol.

**Recap**

- ★ Observations are a critical source of evidence in CAP.
- ★ The goal of observations in CAP is two-fold:
  1. Collecting and **documenting evidence of performance** for the 6 essential elements measured by CAP.
  2. Providing **focused, actionable feedback** to candidates about their performance.
- ★ ESE's model observation protocol describes key steps that should be taken *before* (for announced observations), *during*, and *after* each observation.

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Slide 33

2 minutes

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## Recapping

- Review the process for collecting evidence through observations and the importance of calibration.

**Recap**

- ★ Evidence collected during observations should document teacher and student actions and behaviors without judgment.
- ★ After the observation, assessors should analyze the evidence to identify trends and select illustrative examples of the educator's practice to ground feedback.
- ★ Feedback must be focused and actionable and be accompanied by specific strategies or supports available to the educator.
- ★ Calibration between program supervisors and supervising practitioners and across all program assessors is essential to delivering a consistent CAP experience for candidates.

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Slide 34

2 minutes

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## Recapping

- Provide participants an opportunity to ask questions.

**Questions?**

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Slide 39

1 minute

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