

# CAP File Review Tool User Manual

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## INTRODUCTION

In 2015-16, the Massachusetts Department of Elementary and Secondary Education (DESE) launched its [Candidate Assessment of Performance \(CAP\)](#), a new performance assessment for teacher candidates. CAP is a performance assessment designed to improve teacher preparation statewide by ensuring that newly credentialed educators are ready to teach when they enter the classroom.

In winter 2017-18, as part of a Spencer Foundation funded research-practitioner partnership between DESE and Abt Associates that focuses on CAP implementation, Abt Associates developed and piloted the **CAP File Review Tool**, a tool designed to examine the quality of evidence and feedback provided to teacher candidates through CAP. As part of the Tool’s development, the Abt team analyzed CAP files from eleven Sponsoring Organizations (SOs) using a pilot version of the Tool. Based on findings from this analysis and input from SOs who participated in the pilot, the research team refined and adapted the Tool for use by SOs to provide them with the opportunity to conduct similar analyses of CAP files at their institutions.

The CAP File Review Tool allows SOs to take a deeper look at the nature and quality of evidence and feedback documented in their candidates’ files, as well as the overall completeness of the required forms included in the files. The Tool guides the user through a set of *ten components* to assess (a) the type and quality of *evidence* included in a given form, and (b) the type and quality of *feedback* provided to candidates in the six required CAP forms. Specifically, the Tool is designed to answer the following questions:

EVIDENCE	FEEDBACK
<ol style="list-style-type: none"> <li>1. How frequently are supervisors capturing evidence of teacher actions, student actions, and classroom environment?</li> <li>2. How frequently are supervisors documenting evidence for all Six Essential Elements?</li> <li>3. How consistently are supervisors documenting the required types of evidence for each Essential Element?</li> <li>4. How frequently are supervisors providing evidence of the quality, scope, and consistency of a candidate’s practice?</li> <li>5. How consistently is the evidence documented in CAP forms <i>aligned</i> to CAP’s elements, <i>specific</i> to what was observed, and <i>outcomes-oriented</i>?</li> <li>6. How frequently are supervisors documenting evidence that recognizes growth and improvement over time?</li> </ol>	<ol style="list-style-type: none"> <li>7. What percentage of feedback is associated with candidates’ strengths versus areas for improvement?</li> <li>8. How consistently are supervisors providing feedback on candidate practice in all Six Essential Elements?</li> <li>9. What types of evidence are supervisors citing in their feedback to candidates?</li> <li>10. To what extent is the feedback specific (based on specific evidence), 2) concrete (related to quality, scope, and/or consistency of practice), and 3) useful (includes clear next steps for the candidate related to his/her areas of reinforcement and refinement)?</li> </ol>

Reviewers can choose to evaluate files across all ten components, or hone in on one or two components to learn more about specific areas of interest. The Tool includes a series of indicators to guide SOs through analyzing each of these components. Reviewers can utilize the Tool to examine trends in CAP files across programs and supervisors at their SO, and/or to compare programs and supervisors within the SO. To quickly and easily review data, the Tool features a Summary Report (found on the Overall Summary tab), which automatically updates as information is entered into the Tool. ***These data are intended to provide SOs a starting point for discussion about the nature and quality of the evidence and feedback in their candidate files and to support on-going implementation of CAP.***

This user manual details suggested uses of the CAP File Review Tool, instructions for Tool use, descriptions of each component included in the Tool, and a glossary of terms.

## SUGGESTED USES OF THE CAP FILE REVIEW TOOL

The ultimate goal of CAP is improved teaching and student learning. CAP is designed to support this goal through continuous conversation between supervisors and candidates about instructional practices. CAP relies heavily on supervisors to provide actionable feedback and suggestions for improvement centered on growth and development of their candidates.

The CAP File Review Tool is designed to help SOs assess the nature and quality of evidence documented, the alignment and quality of feedback provided to teacher candidates, and the overall completeness of required forms included in the CAP files. The Tool can be used by SOs as a diagnostic tool to help assess the consistency of CAP implementation. Specifically, it can help SOs determine the quality of evidence and feedback provided to teacher candidates within and across their programs.

Importantly, the Tool is not intended for use as a compliance or accountability tool for SOs or supervisors. Rather, the Tool is a means to understand the content of CAP files and support supervisors in their role as instructional leaders through identification of exemplar practices and areas for improvement. It serves as one of many methods for assessing the extent to which CAP may contribute to improved teaching and learning. To this end, SOs can use this toolkit to do the following:

- Plan ongoing professional development training for program supervisors and/or supervising practitioners;
- Identify exemplars of CAP documentation practices to serve as models for strengthening instructional leadership and support across supervisors at the SO;
- Determine appropriately differentiated supports for supervisors; and
- Calibrate program supervisor and supervising practitioner documentation practices to support inter-rater reliability within and across programs at the SO.

SOs might also consider sharing this Tool with program supervisors to provide a resource for self-reflection and analysis of their own CAP documentation and feedback practices.

## TOOL INSTRUCTIONS

The following section offers step-by-step instructions for selecting a sample of CAP files to assess and for using the CAP File Review Tool to analyze the files.

### CAP FILE REVIEW SAMPLE SELECTION

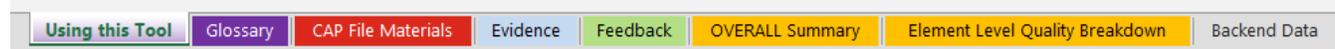
Prior to using this Tool, reviewers should select a sample of CAP files. In most cases, it is neither feasible nor necessary to examine every CAP file in a given year to learn about CAP implementation. And, because the CAP File Review Tool should not be used for high-stakes decision-making, it is not even necessary to have a representative sample. The fact is, there is no single “right” number of files to sample. To use this tool, you will need at least one CAP file to review, but the Tool is designed so that you can review one or multiple CAP files.

The Tool is designed specifically for use with the six required CAP forms (four Observation Forms, Formative Assessment Form, and Summative Assessment Form); however, it is still possible to use the Tool to code files that are missing one or more of these forms.

### NAVIGATING THE TOOL

The CAP File Review Tool is an Excel document that contains 8 tabs: (1) Using this Tool; (2) Glossary; (3) CAP File Materials; (4) Evidence; (5) Feedback; (6) Overall Summary; (7) Element Level Quality Breakdown; and (8) Backend Data. The pages are labeled at the bottom of the Excel Tool (Exhibit 1).

#### Exhibit 1. Tool Page Labels



- The ***Using this Tool*** tab provides a brief overview of the purpose and structure of the Tool, and the ***Glossary*** tab offers a quick reference guide with definitions for all the evidence and feedback components included in the Tool. These tabs may be helpful to reference during file review. A more detailed Glossary is also available at the end of this User Manual.
- All of the file coding and data entry will take place on the ***CAP File Materials, Evidence, and Feedback*** tabs.
  - The ***CAP File Materials*** tab is the starting point for entering a new file into the Tool. This tab can also be used to pull up and edit data for previously coded files.
  - The ***Evidence*** tab prompts users to code files across six evidence components: (E1) Elements for Which Evidence is Provided; (E2) Evidence Categories Recorded During Observation; (E3) Quality of Evidence; (E4) Sources of Evidence Included; (E5) Alignment of Evidence Documented to Scope, Quality, and Consistency Ratings; and (E6) Evidence Over Time & Recognition of Growth. ***Not every evidence component will be relevant to every form within the file; for example, (E1) Elements for Which Evidence is Provided is relevant on all six required CAP forms, whereas (E6) Evidence over Time & Recognition of Growth is relevant only for the Summative Assessment Form.***

- The **Feedback** tab prompts users to code files across feedback components: (F1) Feedback Reinforcement & Refinement Areas/Actions; (F2) Elements of Focus; (F3) Quality of Feedback; and (F4) Evidence Sources Cited in Feedback. *Like the Evidence tab, not all feedback components will be applicable to all six required CAP forms.*
- The **Overall Summary** tab summarizes data entered into the Tool. Tables and graphs included on this tab will update automatically as data are entered into the **Evidence** and **Feedback** tabs.
- The **Element Level Quality Breakdown** tab offers a deeper dive into the Quality of Evidence and Quality of Feedback components at the Essential Element level across files; this tab will only be populated if the optional (E3b) Quality of Evidence - By Element and (F3b) Quality of Feedback - By Element components have been completed by the Tool user.
- Lastly, the **Backend Data** tab stores all of the data entered into the Tool. When a new File ID is added on the CAP File Materials tab, a new record will automatically be added to the Backend Data tab. We strongly advise against editing any data on this tab, as it may result in formula errors in other parts or tabs of the Tool.

## HANDLING ERRORS

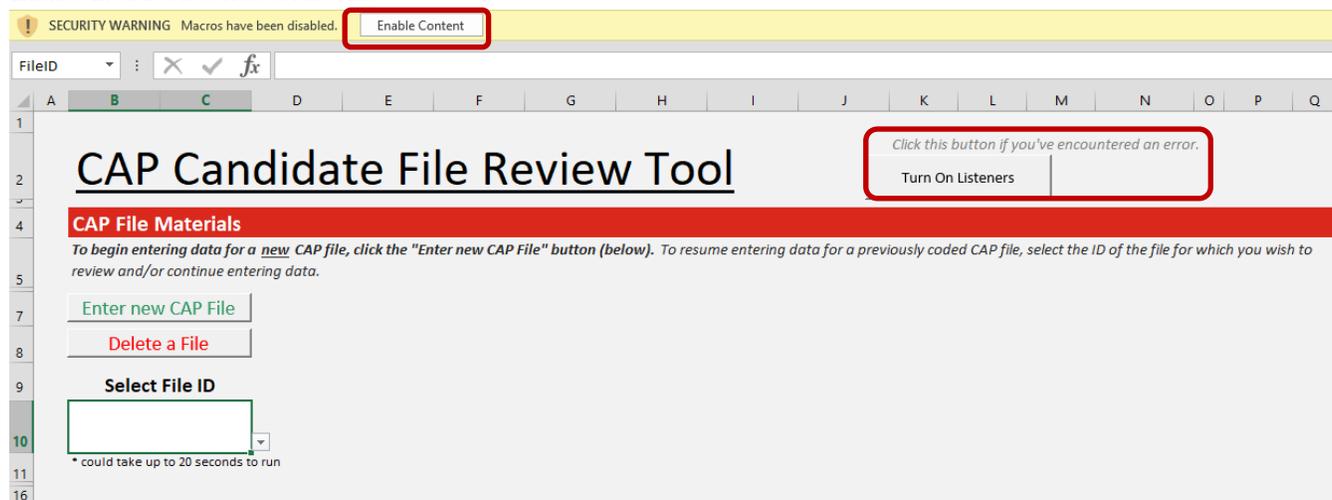
Hopefully you will not encounter any error pop-ups. However, if you do, click “End” and then immediately navigate to the CAP File Materials tab and click the “Turn on Listeners” button (Exhibit 2). This will ensure your future clicking and typing actions are “heard” by the tool and handled appropriately.

## GETTING STARTED: CAP FILE MATERIALS TAB

When you open the Excel file, you may be asked to allow or enable macros. On a PC, a yellow bar at the top of your spreadsheet with the message “SECURITY WARNING Macros have been disabled” may pop up. Click the button “Enable Content” to turn on macros. On a Mac, you may receive a similar pop-up message. In all cases, you should agree to “enable content” and/or “enable macros”. To make sure content and/or macros are enabled for the Excel document, you can also click the “Turn on Listeners” button on the CAP File Materials Tab (Exhibit 2).

**Before coding a CAP file, it is essential to assign some kind of identifier (e.g., MEPID or candidate name) to the file you will be coding on the CAP File Materials tab** (Exhibit 2). Entering a file ID will make it possible to store the unique coding data associated with the file and compare coding across files, as well as allow you to go back and make revisions to coding at a later point in time. Once you enter the file's unique identifier ("File ID"), that information, along with any subsequent coding entered for that file, will also be automatically stored on the **Backend Data** tab. You will code files at the individual form level, and the **Overall Summary** tab will automatically roll up coding so that you can look at trends across forms and files.

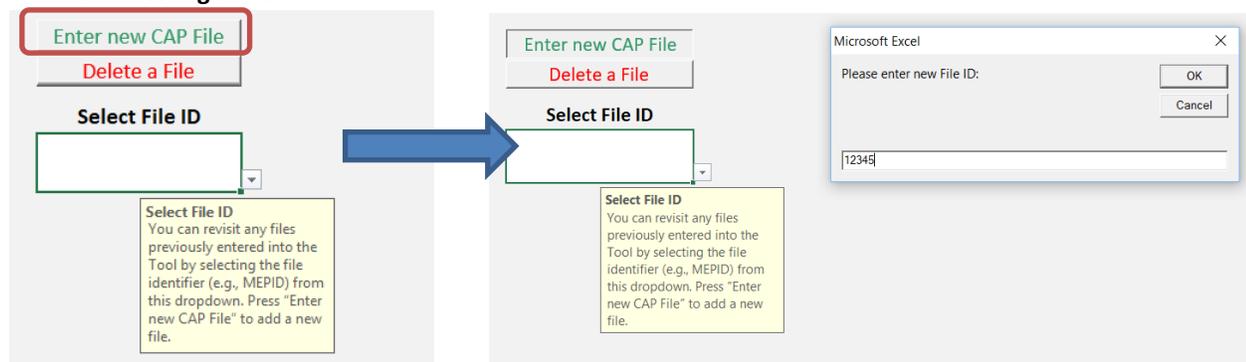
**Exhibit 2. CAP Files Materials Tab**



**ENTER A NEW CAP FILE**

- To begin, press “Enter new CAP File” button.
- When the popup box appears, enter the File ID and click on “OK.” (See Exhibit 3). It may take the Tool a moment to load after clicking “OK.”

**Exhibit 3. Entering a File ID**



**ADD PROGRAM ID AND/OR SUPERVISOR ID (OPTIONAL)**

Once you have assigned a file identifier, you will have the option to add a **Program ID** (e.g., a way to identify the program such as a unique number or program name) and/or **Supervisor ID** (e.g., Program Supervisor ID # or PS name) (Exhibit 4).

- The Program ID and Supervisor ID can be used to identify the program with which the candidate file is associated. For example, by assigning a Program ID, you will be able to filter summary data by program type and compare results across programs within your SO. By assigning a Supervisor ID, you will be able to filter data by program supervisors.

- Once you have entered a File ID, the **CAP File Materials** tab will automatically update to display the optional Program ID and Supervisor ID fields. By default, these fields will be blank.
- To enter a Program ID and/or Supervisor ID, place cursor in the ID field and type in identifier (number or words) into the appropriate field (Exhibit 4).

**Exhibit 4. Entering Optional Program ID and Supervisor ID Fields**

The screenshot shows a user interface for entering file information. On the left, there are three buttons: 'Enter new CAP File' (green), 'Delete a File' (red), and 'Select File ID'. Below the 'Select File ID' button is a text input field containing the number '12345'. To the right, there is a section labeled 'Optional' with a red border. This section contains two input fields: 'Enter Program ID' with the value '475' and 'Enter Supervisor ID' with the value 'JM'.

**Important considerations to keep in mind when adding Program and Supervisors IDs:**

- Your Program ID and Supervisor ID can technically be anything you want (words or numbers). In order to compare files from one program or one program supervisor, the assigned identifier must be consistent. For example, if program ID = “Secondary ELA”, this program ID would need to be entered consistently for all files attached to that program. For example, the Tool will not recognize “Secondary ELA” as equivalent to “SecondaryELA” or “Secondary\_ELA”.
- As such, we recommend using numeric IDs rather than text identifiers, if possible.

**REMOVING FILE FROM TOOL**

The **CAP File Materials** tab also includes the option to delete files from the Tool. If you delete a file, **all data entered for that file will be removed from the Tool**. To delete a file, click the “Delete a File” button next to the Select a File box. Enter the file number in the pop-up box and click “OK” (See Exhibit 5). A second pop-up will appear asking you to confirm that you want to delete the file; click “OK” to confirm. Note that deleted files cannot be recovered.

**Exhibit 5. Deleting a File**

**CAP File Materials**

To begin entering data for a new CAP file, click the "Enter new CAP File" button (below). To resume entering and/or continue entering data.

If you would like to look at CAP file data by supervisor ID (e.g., PS ID # or PS name). The "Secondary ELA", this Program ID would need to be entered. To review data at the

Optional

Enter new CAP File  
Delete a File  
Select File ID  
12345  
Enter Program ID  
475  
Enter

Note: The components on the "Evidence" and "Feedback" tabs will automatically update to reflect the forms included associated components. In addition, the tables on the "Summary" tab will adjust to account for missing forms. As

Microsoft Excel  
Please enter the ID of the file you wish to delete:  
12345  
OK  
Cancel

Microsoft Excel  
You will not be able to undo this action. Are you sure you would like to delete file 12345?  
Yes  
No

not program. "Secondary ELA" would not match "Secondary\_ELA"). We recommend, see the "Program & Supervisor Breakdowns" tab.

**Once you have entered your File ID (and Program and Supervisor IDs, if desired), you are ready to begin reviewing your CAP File!**

**ENTER CAP FORMS TO INCLUDE IN REVIEW**

- Start by selecting or typing "X" for each of the forms that are included in the candidate's file (Exhibit 6). **Note: To enter data for a CAP File, there must be at least one form marked in the Forms Included in File table. Components on the Evidence and Feedback tabs depend on information documented in this table. If this table is completely blank, it will not be feasible to complete additional components in the Tool.**
- If a form is missing from a CAP file, leave the cell blank.

**Exhibit 6. Forms Included in File**

**Forms Included in File**

Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form
X	X	X		X	X

**Data Entry Instructions**  
Please select or type "X" for forms included in the candidate's file.

The Tool will adjust to accommodate missing forms based on data entered on the **CAP File Materials** tab:

- The tables on the **Overall Summary** tab account for missing forms. Summary data generated by the Tool depends on accurately documenting all forms for a given file included in the review. In other words, if a form is missing from a CAP file, be sure the cell for the form is blank on the “Forms Included in File” table to ensure accurate counts on the **Overall Summary** tab.
- The components on the **Evidence** and **Feedback** tabs will also automatically update to reflect the forms included in the file. If a form is missing, the cells associated with that form will be grayed out for all associated components. Exhibit 7 illustrates an evidence component when the Announced Observation #2 form is missing from the file.

**Exhibit 7. Missing CAP Form Example**

**(E1) Elements for Which Evidence is Provided**

<i>Check all that apply</i>		Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form
<b>Does form include evidence?*</b>		X	X		X	X	X
<b>For which elements is evidence documented on form?</b>	1.A.4: Well Structured Lessons	X	X			X	X
	1.B.2: Adjustments to Practice	X				X	X
	2.A.3: Meeting Diverse Needs		X			X	
	2.B.1: Safe Learning Environment	X				X	
	2.D.2: High Expectations	X				X	
	4.A.1: Reflective Practice					X	

**Once you have completed the CAP File Review tab for the file you will be reviewing, you are ready to move on to the Evidence and Feedback tabs!**

**SCORING OPTIONS FOR THE TOOL**

Most components on the **Evidence** and **Feedback** tabs of the Tool are **dichotomous**, which means that they intend to capture whether a particular feature of evidence or feedback is **absent or present**.

- For example, for the (E2) Evidence Categories Recorded during Observation, the user will assess for each form if there is at least once piece of evidence present on the form for each evidence category. In these cases, you will make an assessment:
  - Was there at least one piece of evidence on this form that described teacher candidate actions/behaviors? Yes or no?
  - If yes, enter "X"; if no, leave cell blank.

In other cases, you will be asked to assess the **frequency** with which evidence and feedback across a form meets quality criteria.

- For example, for (E3) Quality of Evidence, you will look across evidence statements included on a given form to assess the frequency with which statements are aligned, outcomes-oriented, and specific. Across all the evidence documented on Announced Observation #1 form, make an assessment:
  - How frequently were evidence statements included that were specific? Rarely? Sometimes? Or frequently?
  - Select the best option from the dropdown menu.

Lastly, one component includes a **categorical** code, which means the user will need to select the description of evidence sources from the dropdown that *best* describes the form being coded.

- In (F4) Evidence Sources Cited in Feedback, the user will look at the feedback documented in the Formative and Summative Assessment forms and determine whether the feedback relies on evidence:
  - Only from observations;
  - From observations and other sources;
  - Only from other sources; or
  - Feedback doesn't cite specific evidence.

FILE REVIEW: EVIDENCE TAB

The **Evidence** tab prompts users to code files across six evidence components:

- (E1) Elements for Which Evidence is Provided;
- (E2) Evidence Categories Recorded During Observation;
- (E3) Quality of Evidence;
- (E4) Sources of Evidence Included;
- (E5) Alignment of Evidence Documented to Scope, Quality, and Consistency Ratings; and
- (E6) Evidence Over Time & Recognition of Growth.

Not every evidence component will be relevant to every form within the file. In other words, you will review for certain components in *all six* CAP forms within a file, and other components in just Observation forms or just Formative and Summative Assessment forms. The evidence components relevant to each type of form are summarized in Exhibit 8.

**Exhibit 8. Evidence Components Coded by Form**

Evidence Components	Forms relevant for component coding		
	Observation forms	Formative assessment forms	Summative assessment forms
(E1) Elements for Which Evidence is Provided	✓	✓	✓
(E2) Evidence Categories Recorded During Observation	✓		
(E3) Quality of Evidence	✓	✓	✓
- Optional: (E3.b) Quality of Evidence – By Element			
(E4) Sources of Evidence Included		✓	✓
(E5) Alignment of Evidence Documented to Scope, Quality, and Consistency Ratings		✓	✓
(E6) Evidence Over Time & Recognition of Growth			✓

**E1. ELEMENTS FOR WHICH EVIDENCE IS PROVIDED**

The *Elements for which Evidence is Provided* component documents the presence or absence of evidence included in the Observation, Formative Assessment and Summative Assessment Forms aligned to the **Six Essential Elements**.

- First, select or type “X” to indicate that a form included any kind of evidence. Leave the cell blank if no evidence is provided on that form.
- Exhibit 9 shows that Announced Observation #1, Unannounced Observation #1, Announced Observation #2, Formative Assessment form, and Summative Assessment form included some kind of evidence; Unannounced Observation #2 form did not include evidence.
- Next, select or type “X” for the elements in which evidence is documented on each form included in the candidate’s file. Leave the cell blank if no evidence is provided for that element.
- The orange cells represent the *focus elements* expected for each Observation form. Evidence may also be included for non-focus elements on Observation forms (optional). The Formative and Summative Assessment forms do not have specific focus elements.

- Exhibit 9 shows that Announced Observation #1 included evidence for both focus elements: Well-Structured Lessons and High Expectations. Announced Observation #1 also included evidence for two non-focus elements: Adjustments to Practice and Safe Learning Environment (see circled area). The Formative Assessment form included evidence for all six essential elements.

**Exhibit 9. Evidence Component E1**

**(E1) Elements for Which Evidence is Provided**

<i>Check all that apply</i>		Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form
<b>Does form include evidence?*</b>		X	X	X		X	X
<b>For which elements is evidence documented on form?</b>	1.A.4: Well Structured Lessons	X	X			X	X
	1.B.2: Adjustments to Practice	X		X		X	X
	2.A.3: Meeting Diverse Needs		X	X		X	
	2.B.1: Safe Learning Environment	X				X	
	2.D.2: High Expectations	X				X	
	4.A.1: Reflective Practice					X	

 = Focus elements associated with specific observations

\* Note: If NO evidence provided on a particular form, the cells for subsequent evidence components will remain grayed out. You must, for example, select "X" for "Does form include evidence?" in order to code evidence components (E2), (E3), (E4), (E5), and (E6).

**E2. EVIDENCE CATEGORIES RECORDED DURING OBSERVATION**

The *Evidence Categories Recorded during Observation* component documents the presence or absence of specific examples of evidence (i.e. teacher actions/practices, student actions/behaviors, and/or classroom environment) included in the Observation forms, regardless of their alignment to the Focus Elements.

- Select or type "X" for each observation in which teacher candidate actions/practices, student actions/behaviors, and classroom environment are documented ([See pg. 34 in Glossary for detailed definitions of evidence categories](#)). If a form does not include a particular category of evidence, leave the cell blank.
- Select *all that apply* for each Observation form.
- Exhibit 10 shows that Unannounced Observation #1 included at least one piece of evidence that described the classroom environment, but did not include any evidence to describe the teacher candidate actions/practices or the student actions/behaviors. Unannounced Observation #2, on the other hand, included at least one piece of evidence for all three evidence categories.

**Exhibit 10. Evidence Component E2**

**(E2) Evidence Categories Recorded During Observation**

<i>Are teacher candidate actions/practices and techniques, student actions/behaviors, and/or classroom environment documented?</i>				
<i>Check all that apply</i>	Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2
Teacher candidate actions/practices	X			X
Student actions/behaviors			X	X
Classroom environment	X	X	X	X

Note: A single piece of evidence may be coded as one or more evidence categories.

**E3. QUALITY OF EVIDENCE**

The *Quality of Evidence* component describes the frequency with which the evidence documented is aligned to the focus element(s), outcomes-based (focused on the intended outcome of the practice), specific (clearly indicative of the intended outcome/result), and inclusive of multiple evidentiary sources (i.e., more than one type of evidence).

- Select the frequency category from the dropdown menu that best describes the extent to which evidence included is aligned, outcomes-oriented, specific, and documents multiple measures: “Frequently/Always”, “Sometimes”, or “Rarely/Never” ([See pgs. 35-36 in Glossary for detailed definitions of the different features of high quality evidence](#)). Look *across all evidence* documented (regardless of whether evidence is for a focus element) on a given form to make a frequency determination.
  - Note: “Is evidence documented from multiple measures?” is only applicable to the Formative and Summative Assessment forms. *This question will not appear if you have only selected Observation forms as the forms included in the candidate’s file (on the CAP File Materials tab).*
- In Exhibit 11, for example, the evidence documented on Announced Observation #1 is frequently aligned to the essential elements, rarely outcomes-oriented, and sometimes specific (see circled area).

Exhibit 11. Evidence Component E3

(E3) Quality of Evidence - All Elements

Select one frequency code for each component: Frequently, Sometimes, or Rarely	Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form
Is evidence documented aligned to the essential element(s)?	Frequently/Always	Frequently/Always	Sometimes	Rarely/Never	Rarely/Never	Frequently/Always
Is documented evidence outcomes-oriented? (i.e., related to the intended outcome of the practice)	Rarely/Never	Sometimes	Frequently/Always	Frequently/Always	Frequently/Always	Rarely/Never
Is evidence provided specific (i.e., numeric in measure or descriptive in nature)?	Sometimes	Frequently/Always	Sometimes	Sometimes	Sometimes	Frequently/Always
Is evidence documented from multiple measures (i.e., more than one type of evidence)? [Formative and Summative Assessment Forms only]					Frequently/Always	Sometimes

E3B. QUALITY OF EVIDENCE – BY ELEMENT

This **optional** component allows the user to review quality of evidence for individual elements and compare evidence documented for different elements. This component is intended for users to look more closely at the quality of evidence provided for specific elements. For example, to what extent is evidence documented for Well Structured lessons outcomes-oriented across forms? You may choose to complete evidence component E3b for one, several, or all six essential elements.

- Select the element for review from the dropdown menu (Exhibit 12).

Exhibit 12. Selecting Element to Review for Quality of Evidence

(E3b) Quality of Evidence - By Element	1.A.4: Well Structured Lessons	Announced Observation #2	Formative Assessment Form	Summative Assessment Form
Select one frequency code for each component: Frequently, Sometimes, Rarely, or No evidence documented	1.A.4: Well Structured Lessons 1.B.2: Adjustments to Practice 2.A.3: Meeting Diverse Needs 2.B.1: Safe Learning Environment 2.D.2: High Expectations 4.A.1: Reflective Practice			
Is evidence documented aligned to the essential element(s)?				
Is documented evidence outcomes-oriented? (i.e., related to the intended outcome of the practice)				

- Next, select the frequency category from the dropdown menu that best describes the extent to which evidence included is aligned, outcomes-oriented, specific, and documents multiple measures: “Frequently/Always”, “Sometimes”, or “Rarely/Never” ([See pgs. 35-36 in Glossary for detailed definitions of the different features of high quality evidence](#)).
- For example, in Exhibit 13, the evidence statements documented on Announced Observation #2 are frequently/always - aligned to the essential elements (see circled area).

- If no evidence is documented for that element on a particular form (this is more likely on Observation forms for non-focus elements), then select “no evidence documented for this element” (see Unannounced Observation #2 in Exhibit 13).

Exhibit 13. Evidence Component E3b

(E3b) Quality of Evidence - By Element	1.A.4: Well Structured Lessons				<-- Select element for coding from dropdown menu	
Select one frequency code for each component: Frequently, Sometimes, Rarely, or No evidence documented	Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form
Is evidence documented aligned to the essential element(s)?	Sometimes	Sometimes	Frequently/Always	No evidence documented for this element	Sometimes	Sometimes
Is documented evidence outcomes-oriented? (i.e., related to the intended outcome of the practice)	Rarely/Never	Frequently/Always	Sometimes	No evidence documented for this element	Rarely/Never	Rarely/Never
Is evidence provided specific (i.e., numeric in measure or descriptive in nature)?	Sometimes	Sometimes	Frequently/Always	No evidence documented for this element	Frequently/Always	Frequently/Always
Is evidence documented from multiple measures (i.e., more than one type of evidence)? [Formative and Summative Assessments only]					Frequently/Always	Sometimes

- Once you have completed entering data for a given element, select a new element from the dropdown to code (Exhibit 14). Data entered for a given element will automatically save on the **Backend Data** tab, so you will not be overwriting any coding when you select a new element from the dropdown menu.

Exhibit 14 Add Data for New Element

(E3b) Quality of Evidence - By Element	1.A.4: Well Structured Lessons				<-- Select element for coding from dropdown menu	
Select one frequency code for each component: Frequently, Sometimes, Rarely, or No evidence documented	Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form
Is evidence documented aligned to the essential element(s)?	Sometimes	Sometimes	Frequently/Always	No evidence documented for this element	Sometimes	Sometimes
Is documented evidence outcomes-oriented? (i.e., related to the intended outcome of the practice)	Rarely/Never	Frequently/Always	Sometimes	No evidence documented for this element	Rarely/Never	Rarely/Never

Note: Data entered in (E3b) Quality of Evidence – By Element component will only populate the table located on the **Element Level Quality Breakdown** tab.

#### E4. SOURCES OF EVIDENCE INCLUDED

The *Sources of Evidence Included* component documents the presence or absence of different evidence types or sources cited in the Formative and Summative Assessment forms for each of the Six Essential Elements ([see pg. 37 in Glossary for detailed descriptions of evidence sources](#)).

- Select or type “X” for all sources of evidence referenced for each CAP element in the Formative and Summative Assessment forms.
- Select all sources that apply for each element, regardless of whether they are a required evidence source.
- The orange cells represent the required sources of evidence for each element on a given form. Non-required sources of evidence may also be included and coded as present (optional).
- Exhibit 15 shows, for example, that the Formative Assessment Form in this CAP file includes the following sources of evidence for Well Structured Lessons: Announced Observation #1, Unannounced Observation #2, and Unannounced Observation #2. In this file, the Formative Assessment is missing two of the required sources of evidence (Unannounced Observation #1 and Measure of Student Learning), and includes two additional evidence sources (see circled area).

**Exhibit 15. Evidence Component E4**

**(E4) Sources of Evidence Included**

*What sources of evidence are referenced for each CAP element in the formative and summative assessment forms?*

<i>Check all that apply</i>	1.A.4: Well Structured Lessons	1.B.2: Adjustments to Practice	2.A.3: Meeting Diverse	2.B.1: Safe Learning Environment	2.D.2: High Expectations	4.A.1: Reflective Practice
<b>Formative Assessment Form</b>						
Announced Observation #1	X				X	
Unannounced Observation #1		X		X		
Announced Observation #2	X	X	X		X	X
Unannounced Observation #2	X	X	X			
Measure of Student Learning		X		X		
Student Feedback				X	X	X
Candidate Artifacts			X			X
Professional Practice Goal			X			X
<b>Summative Assessment Form</b>						
Announced Observation #1					X	
Unannounced Observation #1	X					
Announced Observation #2		X				X
Unannounced Observation #2		X				
Measure of Student Learning	X	X	X	X	X	
Student Feedback						
Candidate Artifacts		X	X			
Professional Practice Goal						X

 = Evidence Required for each Essential Element

*Note: Non-required evidence may also be included and coded as present (optional)*

**E5. ALIGNMENT OF EVIDENCE DOCUMENTED TO SCOPE, QUALITY, AND CONSISTENCY RATINGS**

The *Alignment of Evidence Documented to Scope, Quality and Consistency Ratings* component documents the presence or absence of evidence to support ratings of quality, scope, and consistency ([See pg. 36 in Glossary for detailed descriptions of quality, scope, and consistency](#)).

- Select or type “X” for each CAP element if there is at least once piece of evidence documented to support ratings of quality, scope, and consistency for each of the six essential elements in the Formative and Summative Assessment forms. Leave the cell blank if there is no evidence provided to support ratings of quality, scope, and/or consistency for a given element.
- Select *all that apply* for each element.
- In Exhibit 16, for example, the Summative Assessment form for this CAP file includes evidence to support the *quality* rating and the *consistency* rating, but not the *scope* rating for Reflective Practice (see circled area).

**Exhibit 16. Evidence Component E5**

<b>(E5) Alignment of Evidence Documented to Scope, Quality, and Consistency Ratings</b>						
<i>Is there specific evidence provided to support ratings of quality, scope and consistency for each element?</i>						
	<b>1.A.4: Well Structured Lessons</b>	<b>1.B.2: Adjustments to Practice</b>	<b>2.A.3: Meeting Diverse</b>	<b>2.B.1: Safe Learning Environment</b>	<b>2.D.2: High Expectations</b>	<b>4.A.1: Reflective Practice</b>
<b>Formative Assessment Form</b>						
Quality		X		X		
Scope	X		X			X
Consistency	X	X			X	
<b>Summative Assessment Form</b>						
Quality		X		X		X
Scope	X	X	X		X	
Consistency		X	X			X

Note: A single piece of evidence for a given element may support one or more of the ratings assigned on the Formative or Summative Assessment forms (e.g., quality *and* consistency).

**E6. EVIDENCE OVER TIME AND RECOGNITION OF GROWTH**

The *Evidence Over Time and Recognition of Growth* component documents the presence or absence of evidence on the Summative Assessment form that recognizes growth and improvement over time. Specifically, the component describes whether the Summative Assessment form acknowledges a candidate’s growth between the Formative Assessment and Summative Assessments and the extent to which the candidate made improvements in response to feedback received during the CAP process.

- Select or type “X” if the supervisor documents/recognizes growth and improvement from the Formative to Summative Assessment. Leave the cell blank if there is no recognition of growth and improvement from the Formative to Summative Assessment.

- Exhibit 17, for example, indicates that the Summative Assessment form included evidence that recognized growth and improvement over time (from the Formative to the Summative Assessment).

**Exhibit 17. Evidence Component E6**

<b>(E6) Evidence Over Time and Recognition of Growth</b>	
	Summative Assessment Form
Does supervisor document/recognize growth and improvement from the formative to summative assessment?	X

**FILE REVIEW: FEEDBACK TAB**

The **Feedback** tab prompts users to code files across four evidence components:

- (F1) Feedback Reinforcement & Refinement Areas/Actions;
- (F2) Elements of Focus;
- (F3) Quality of Feedback; and
- (F4) Evidence Sources Cited in Feedback.

Not every feedback component will be relevant to every form within the file. In other words, you will review for certain components in *all six* CAP forms within a file, and other components in just Observation forms or just Formative and Summative Assessment forms. The feedback components relevant to each type of form are summarized in Exhibit 18.

**Exhibit 18. Evidence Components Coded by Form**

<b>Evidence Components</b>	<b>Forms relevant for component coding</b>		
	<i>Observation forms</i>	<i>Formative assessment forms</i>	<i>Summative assessment forms</i>
F1) Feedback Reinforcement & Refinement Areas/Actions	✓	✓	✓
(F2) Elements of Focus	✓		
(F3) Quality of Feedback	✓	✓	✓
- (F3b) Quality of Feedback – By Element			
(F4) Evidence Sources Cited in Feedback		✓	✓

**F1. FEEDBACK REINFORCEMENT & REFINEMENT AREAS/ACTIONS**

The *Feedback Reinforcement & Refinement Areas/Actions* component documents the presence or absence of feedback, as well as describes whether feedback documented relates to strengths (*reinforcement areas*) and/or areas for improvement (*refinement areas*) in the Observation, Formative Assessment, and Summative Assessment forms.

- First, select or type “X” to indicate that a form included any kind of feedback. Leave the cell blank if no feedback is provided on that form. *Note: Feedback is optional on the Summative Assessment Form.*
- Exhibit 19 shows that Announced Observation #1, Unannounced Observation #1, Announced Observation #2, and the Formative Assessment form included some kind of feedback to the candidate; Unannounced Observation #2 and Summative Assessment form did not include feedback.

**Exhibit 19. Feedback Included on Forms**

**(F1) Feedback Reinforcement & Refinement Areas/Actions**

	Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form
<i>Does form include feedback to the candidate?*</i>	X	X	X		X	

- Next, consider what type (refinement and/or reinforcement) of feedback is documented for candidates. Select or type “X” for each form if feedback documented is related to a reinforcement area (i.e., area of strength) and/or a refinement area (i.e., area for improvement). If the form does not include feedback or a particular category of feedback, leave the cell blank.
- Select *all that apply* for each form included in the candidate’s file.
- Exhibit 20 shows that Announced Observation #1 included feedback related to both strengths and areas for improvement, whereas Unannounced Observation #1 only included feedback related to strengths (see circled area). Because Unannounced Observation #2 and the Summative Assessment Form do not include feedback to the candidate, the boxes for feedback related to reinforcement and refinement areas are grayed out.

**Exhibit 20. Evidence Component F1**

**(F1) Feedback Reinforcement & Refinement Areas/Actions**

	Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form
<i>Does form include feedback to the candidate?*</i>	X	X	X		X	
<i>Is the feedback clearly related to a strength (i.e., reinforcement area(s))?</i>	X	X			X	
<i>Is the feedback clearly related to an area for improvement (i.e., refinement area(s))?</i>	X		X		X	

*Note: If NO feedback provided on a particular form, the cells for subsequent feedback components will remain grayed out. You must, for example, select "X" for "Does form include feedback?" in order to code feedback components (F2), (F3), and (F4).*

## F2. ELEMENTS OF FOCUS

The *Elements of Focus* component documents the presence or absence of feedback included in the Observation forms aligned to the **Six Essential Elements**.

- Select or type “X” for the elements in which feedback is documented on each form included in the candidate’s file. Leave the cell blank if no feedback is provided for that element.
- The orange cells represent the *focus elements* expected for each Observation form. Feedback may also be included for non-focus elements on observation forms (optional).
- Exhibit 21 shows that Announced Observation #1 included feedback for one focus element: Well-Structured Lessons. Announced Observation #1 also included feedback for three non-focus elements: Meeting Diverse Needs, Safe Learning Environment, and Reflective Practice. Unannounced Observation #2, on the other hand, is grayed out because the reviewer determined that no feedback had been documented for this form in F1; therefore, all subsequent feedback components do not apply (see circled areas).

Exhibit 21. Evidence Component F2

<b>(F2) Elements of Focus</b>				
<i>For which element(s) is feedback provided?</i>				
<i>Check all that apply</i>	Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2
1.A.4: Well Structured Lessons	X	X	X	
1.B.2: Adjustments to Practice		X	X	
2.A.3: Meeting Diverse Needs	X	X	X	
2.B.1: Safe Learning Environment	X	X	X	
2.D.2: High Expectations		X	X	
4.A.1: Reflective Practice	X	X	X	

 = Focus elements associated with specific observations  
*Note: Feedback may be included for non-focus elements on observation forms (optional)*

## F3. QUALITY OF FEEDBACK

The *Quality of Feedback* component describes the frequency with which the feedback documented is specific (based on specific examples), concrete (related to quality, scope, and/or consistency of practice), and useful (include clear next steps for the candidate related to his/her areas of reinforcement and refinement).

Select the frequency category from the dropdown menu that best describes the extent to which feedback included is specific, concrete, and useful: “Frequently/Always”, “Sometimes”, or “Rarely/Never” ([See pgs. 38-39 in Glossary for detailed definitions of the different features of high](#)

[quality feedback](#)). Look *across all feedback* documented (regardless of whether feedback is for a focus element) on a given form to make a frequency determination.

- Note: Feedback is optional on the Summative Assessment Form.
- In Exhibit 22, for example, the evidence documented on Unannounced Observation #1 is frequently/always specific, sometimes concrete, and rarely/never useful.

Exhibit 22. Evidence Component F3

**(F3) Quality of Feedback - All Elements**

Select one frequency code for each component: Frequently, Sometimes, or Rarely	Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form (Optional)
<b>SPECIFIC: Is feedback based on specific examples?</b>	Frequently/Always	Frequently/Always	Rarely/Never	Sometimes	Rarely/Never	Rarely/Never
<b>CONCRETE: Is feedback related to quality, scope, and/or consistency of practice?</b>	Frequently/Always	Sometimes	Sometimes	Frequently/Always	Sometimes	Frequently/Always
<b>USEFUL: Does feedback include clear next steps for the candidate related to his/her areas of reinforcement and refinement? (i.e., observed practice(s) identified earlier as opportunity for growth/change)</b>	Frequently/Always	Rarely/Never	Rarely/Never	Sometimes	Frequently/Always	Sometimes

**F3B. QUALITY OF FEEDBACK – BY ELEMENT**

This *optional* component allows the user to review quality of feedback for individual elements and compare feedback documented for different elements. Note: Data entered in the (F3b) Quality of Feedback – By Element section of the Feedback tab will only populate the table(s) located on the **Element Level Quality Breakdown** tab.

- Select the element for review from the dropdown menu (Exhibit 23).

Exhibit 23. Selecting Element to Review for Quality of Feedback

(F3b) Quality of Feedback - By Element	1.A.4: Well Structured Lessons	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form (Optional)
Select one frequency code for each component: Frequently, Sometimes, or Rarely	1.A.4: Well Structured Lessons 1.B.2: Adjustments to Practice 2.A.3: Meeting Diverse Needs 2.B.1: Safe Learning Environment 2.D.2: High Expectations 4.A.1: Reflective Practice			
<b>SPECIFIC: Is feedback based on specific examples?</b>				
<b>CONCRETE: Is feedback related to quality, scope,</b>				

- Next, select the frequency category from the dropdown menu that best describes the extent to which feedback included is specific, concrete, and useful: “Frequently/Always”, “Sometimes”, or

“Rarely/Never” ([See pgs. 38-39 in Glossary for detailed definitions of the different features of high quality feedback](#)).

- If no feedback is documented for that element on a particular form (this is more likely on observation forms for non-focus elements), then select “no feedback documented for this element” (see Announced Observation #2 in Exhibit 24).
- If a form does not include feedback, or the form is missing from the file, the column will be grayed out (see Unannounced Observation #2 in Exhibit 24)

**Exhibit 24. Evidence Component F3b**

(F3b) Quality of Feedback - By Element	1.A.4: Well Structured Lessons				← Select element for coding from dropdown menu	
Select one frequency code for each component: Frequently, Sometimes, or Rarely	Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form (Optional)
<b>SPECIFIC: Is feedback based on specific examples?</b>	Frequently/Always	Sometimes	No feedback documented for this		Rarely/Never	
<b>CONCRETE: Is feedback related to quality, scope, and/or consistency of practice?</b>	Sometimes	Sometimes	No feedback documented for this element		Sometimes	
<b>USEFUL: Does feedback include clear next steps for the candidate related to his/her areas of</b>			No feedback			

- Once you have completed entering data for a given element, select a new element from the dropdown to code (Exhibit 25). *Data entered for a given element will automatically save on the Backend Data tab, so you will not be overwriting any coding when you select a new element from the dropdown menu.*

**Exhibit 25. Add Data for New Element**

(F3b) Quality of Feedback - By Element	1.A.4: Well Structured Lessons				← Select element for coding from dropdown menu	
Select one frequency code for each component: Frequently, Sometimes, or Rarely	Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form (Optional)
<b>SPECIFIC: Is feedback based on specific examples?</b>	Frequently/Always	Sometimes			Rarely/Never	
<b>CONCRETE: Is feedback related to quality, scope, and/or consistency of practice?</b>	Sometimes	Sometimes	No feedback documented for this element		Sometimes	
<b>USEFUL: Does feedback include clear next steps for the candidate related to his/her areas of reinforcement and refinement? (i.e., observed</b>	Rarely/Never	Frequently/Always	No feedback documented		Sometimes	

**F4. EVIDENCE SOURCES CITED IN FEEDBACK**

The *Evidence Sources Cited in Feedback* component documents the sources of evidence explicitly cited or referenced to support the feedback provided in the Formative and Summative Assessment forms ([See pg. 39 in Glossary for detailed descriptions of evidence sources](#)).

- Select the evidence source(s) cited as part of the feedback provided in the Formative and Summative Assessment forms from the dropdown menu (“only observations,” “observations and other evidence sources,” “only other sources,” or “no evidence cited in feedback”).
- In Exhibit 26, the feedback included in the Formative Assessment form only explicitly references or cites “only other categories of evidence”, and the feedback included in the Summative Assessment form only explicitly cites “only observations”.

**Exhibit 26. Evidence Component F4**

<b>(F4) Evidence Sources Cited in Feedback</b>		
<b><i>Which sources of evidence are explicitly cited as part of the feedback provided?</i></b>		
<i>Select choice that best describes the evidence source(s) used to support feedback:</i> - Only observations - Observation <u>and</u> other evidence sources (e.g., student feedback, candidate artifacts) - Only other sources; - No evidence cited in feedback	<b>Formative Assessment Form</b>	<b>Summative Assessment Form (Optional)</b>
Evidence source(s) cited to support feedback include:	Only other categories of evidence (measures of student learning, student feedback, progress toward candidate’s professional practice goals, and candidate artifacts)	Only observation(s)

## REVIEW THE RESULTS: SUMMARY TABS

### OVERALL SUMMARY TAB

This tab summarizes aggregate data from across CAP files entered into the CAP Tool. These data provide information about the nature and quality of evidence documented, the alignment and quality of feedback provided to teacher candidates, and the overall completeness of the required forms included in the files.

The **Overall Summary** tab is designed to update automatically as you enter data into the Tool; however, to ensure all the Excel formulas and tables on this tab update correctly, we recommend manually refreshing this tab before reviewing the data. To refresh the **Overall Summary** tab, select the “Refresh/Update” button at the top of the tab (See Exhibit 27).

**Exhibit 27. Refresh Data on Overall Summary Tab**



At the top of the tab in the overall summary section, you can click the section heading hyperlinks or the “GO” buttons to navigate to the following sections of the tab: Introduction, File Summary, Evidence, and Feedback (Exhibit 28).

**Exhibit 28. Overall Summary Tab Navigation**



The file summary section will allow you to view the total number of each type of CAP form and the overall number of CAP files included in the analysis (Exhibit 29). Note that the number of forms may be less than the total number of files if one or more files are missing a required form. The evidence and feedback summary tables and graphs will adjust as you enter more CAP files and forms into the CAP Tool.

Exhibit 29. File Summary Table

**FILE SUMMARY**

**Forms Included in File [CAP File Materials]**

*This table summarizes the total # each type of form and the overall # of files included in analysis. Evidence and Feedback summary tables below will be adjusted based on # of files/forms included.*

	Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form	TOTAL FILES
Number of Forms	12	14	12	10	16	13	16

You have the option to filter the evidence and feedback summary data by a specific Program or Supervisor. *Program IDs and Supervisor IDs must have been added to the “CAP File Materials” tab for each file that was entered into the tool for this filtering feature to work (Exhibit 30).*

Exhibit 30. Filter Results by Program or Supervisor

**FILE SUMMARY**

[TOP↑](#)

**Forms Included in File [CAP File Materials]**

*This table summarizes the total # each type of form and the overall # of files included in analysis. Evidence and Feedback summary tables below will be adjusted based on # of files/forms included.*

	Announced Observation #1	Unannounced Observation #1	Announced Observation #2	Unannounced Observation #2	Formative Assessment Form	Summative Assessment Form	TOTAL FILES
Number of Forms	12	14	12	10	16	13	16

**Filter Results by Program or Supervisor (Optional)**

Note: You must have entered program and supervisor IDs on the "CAP File Materials" tab to be able to filter results.

*If you would like to review data by program type or program supervisor, select the program and/or supervisor ID by which you would like to filter. To look at data for one program across all supervisors, select a program ID from the dropdown and leave supervisor ID blank (and vice versa for reviewing data for one supervisor). If you have both a program ID and a supervisor ID selected, data displayed will reflect files for one supervisor within one program. To review summary data across all programs and all supervisors, set the program and supervisor IDs to blank.*

Select Program ID:

Select Supervisor ID:

To filter results by program:

- Select a Program ID from the dropdown menu (Exhibit 31). In this dropdown, you will see all of the program IDs that you entered in the **CAP File Materials** tab.
- To look at files across *all* supervisors within a program, leave the Supervisor ID blank.

**Exhibit 31. Selecting a Program ID**

**Filter Results by Program or Supervisor (Optional)**  
 Note: You must have entered program and supervisor IDs on the "CAP File Materials" tab to be able to filter results

If you would like to review data by program type or program supervisor, select the program and/or supervisor ID by which you would like to filter. To look at data for one program across all supervisors, select a program ID from the dropdown and leave supervisor ID blank (and vice versa for reviewing data for one supervisor). If you have both a program ID and a supervisor ID selected, data displayed will reflect files for one supervisor within one program. To review summary data across all programs and all supervisors, set the program and supervisor IDs to blank.

**Select Program ID:** [Dropdown menu with options: 0, 1, 23, 321, HS Science, **Elemen. Sci**, Early Ed]

**Select Supervisor ID:** [Empty field]

**Select Program ID:** [Elemen. Sci]

**Select Supervisor ID:** [Empty field]

To filter results by supervisor:

- Select a Supervisor ID from the dropdown menu.
- To look at files across *all* programs for a given supervisor, leave the Program ID blank.

To filter results by supervisors within a program:

- Select a Supervisor ID and a Program ID from the dropdown menus.

To remove filtering from the overall summary tab:

- Click on the Program ID and/or Supervisors ID dropdown cells (Exhibit 32).
- Press “delete” to clear out the data.
- Once these two fields are blank, data displayed on the summary tab will include data from all files.

**Exhibit 32. Removing Filtering**

**Select Program ID:** [Elemen. Sci]

Select cell and press “delete” key

**Select Program ID:** [Empty field]

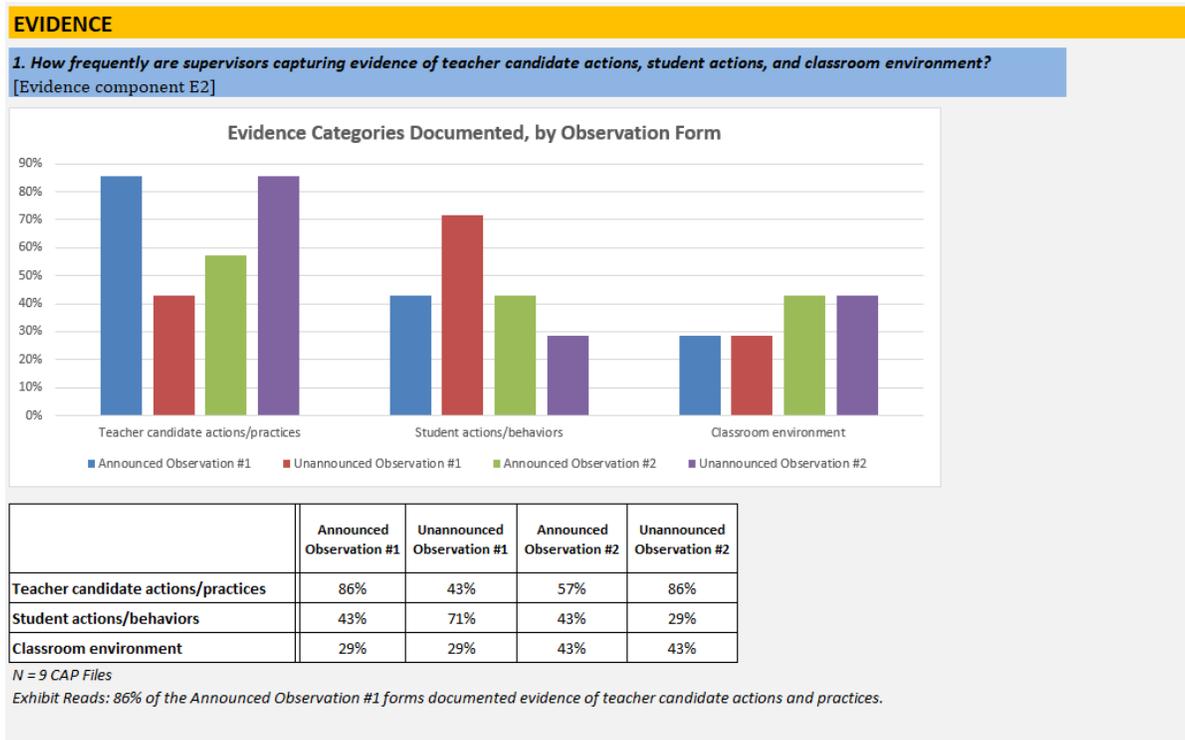
***Next, you will be ready to dig into the Evidence and Feedback summary data.***

The Evidence and Feedback sections on the **Overall Summary** tab will summarize data entered into the Tool. The **Overall Summary** tab is organized around the following questions:

Evidence	Feedback
<ol style="list-style-type: none"> <li>1. How frequently are supervisors capturing evidence of teacher actions, student actions, and classroom environment?</li> <li>2. How frequently are supervisors documenting evidence for all Six Essential Elements?</li> <li>3. How consistently are supervisors documenting the required types of evidence for each Essential Element?</li> <li>4. How frequently are supervisors providing evidence of the quality, scope, and consistency of a candidate’s practice?</li> <li>5. How consistently is the evidence documented in [SO name] CAP forms <i>aligned</i> to CAP’s elements, <i>specific</i> to what was observed, and <i>outcomes-oriented</i>?</li> <li>6. How frequently are supervisors documenting evidence that recognizes growth and improvement over time?</li> </ol>	<ol style="list-style-type: none"> <li>7. What percentage of feedback is associated with candidates’ strengths versus areas for improvement?</li> <li>8. How consistently are supervisors providing feedback on candidate practice in all Six Essential Elements?</li> <li>9. What types of evidence are supervisors citing in their feedback to candidates?</li> <li>10. To what extent is the feedback specific (based on specific evidence), 2) concrete (related to quality, scope, and/or consistency of practice), and 3) useful (included clear next steps for the candidate related to his/her areas of reinforcement and refinement)?</li> </ol>

When the Tool has been populated with data from a number of CAP files, the **Overall Summary** tab will summarize all ten evidence and feedback components in tables and graphs. These exhibits will automatically update as additional data are added to the Tool (Exhibit 33). Each exhibit includes an “Exhibit Reads” statement intended to help you think about and better understand the data presented in the graph. In general, these statements focus on a single data point (e.g., 86% of Announced Observation #1 forms include evidence of teacher candidate actions/behaviors) as a means illustrate how to interpret the full graph.

**Exhibit 33. Sample Data Display**



**ELEMENT LEVEL QUALITY BREAKDOWN (OPTIONAL)**

Data on this tab will only be populated if the optional element-level tables for E3.b Quality of Evidence and/or F3.b Quality of Feedback have been completed (in the **Evidence** and **Feedback** tabs, respectively).

Similar to the **Overall Summary** tab, you can navigate to the evidence and feedback sections by clicking the “GO” buttons in the Individual Essential Element Summary Report section.

- To begin, select the essential element from the dropdown menu (Exhibit 34).
- The tables and graphs in the evidence and feedback sections will automatically reflect results for the element selected in the dropdown menu.

**Exhibit 34. Filtering Results by Essential Element**

**INDIVIDUAL ESSENTIAL ELEMENT SUMMARY REPORT**

*Instructions: If you coded (E3.b) Quality of Evidence and/or (F3.b) Quality of Feedback at the individual element level, this tab will allow you to review results across files by element. To begin, select the essential element from the drop down menu below. Tables and graphs will automatically update to reflect results for that element.*

**EVIDENCE**

**FEEDBACK**

**EVIDENCE**

**Essential Element**  
 1.A.4: Well Structured Lessons   
 1.A.4: Well Structured Lessons  
 1.B.2: Adjustments to Practice  
 2.A.3: Meeting Diverse Needs  
 2.B.1: Safe Learning Environment  
 2.D.2: High Expectations  
 4 & 1: Reflective Practice

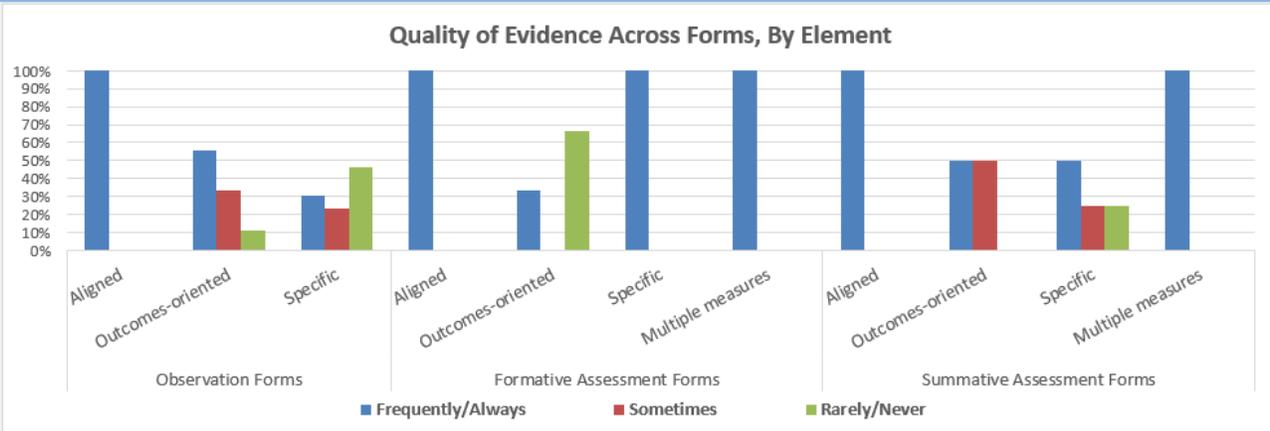
The results displayed on this tab are organized around the following questions:

Evidence	Feedback
5. How consistently is the evidence documented in [SO name] CAP forms <i>aligned</i> to CAP’s elements, <i>specific</i> to what was observed, and <i>outcomes-oriented</i> ?	10. To what extent is the feedback specific (based on specific evidence), 2) concrete (related to quality, scope, and/or consistency of practice), and 3) useful (included clear next steps for the candidate related to his/her areas of reinforcement and refinement)?

When the Tool has been populated with data from a number of files, **the Element Level Quality Breakdown** tab will summarize E3b Quality of Evidence and F3b Quality of Feedback components in tables and graphs. These exhibits will automatically update as additional data are added to the Tool (Exhibit 35).

**Exhibit 35. Sample Data Display**

**5. How consistently is the evidence documented in CAP forms aligned to CAP’s elements, specific to what was observed, and outcomes-oriented?** [Evidence component E3.b]



Note: Includes forms that contained evidence for 1.A.4: Well Structured Lessons

Exhibit reads: 100% of the evidence documented on Observation Forms included frequently or always aligned with 1.A.4 Well Structured Lessons.

		Frequently/Always	Sometimes	Rarely/Never
<b>Observation Forms</b>	<b>Aligned</b>	100%	0%	0%
	<b>Outcomes-oriented</b>	56%	33%	11%
	<b>Specific</b>	31%	23%	46%
<b>Formative Assessment Forms</b>	<b>Aligned</b>	100%	0%	0%
	<b>Outcomes-oriented</b>	33%	0%	67%
	<b>Specific</b>	100%	0%	0%
	<b>Multiple measures</b>	100%	0%	0%

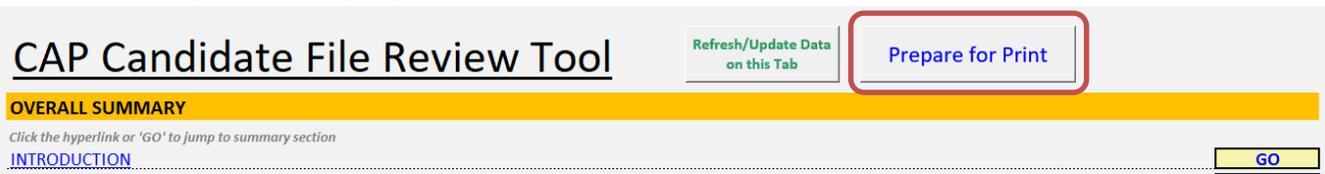
PRINT YOUR OVERALL SUMMARY REPORT

Once you have completed your data entry, you have the option to print a File Summary report from the **Overall Summary** tab. The report can include data for either *all* files entered into the CAP Tool or for a specific Program or Supervisor. **The tables and graphs on this tab have been formatted for easy report printing.**

To print data from all files:

1. Go to the **Overall Summary** tab.
2. Check to see if “Select Program ID” and “Select Supervisor ID” fields are blank under the “Filter Results by Program or Supervisor” box. If an ID is in either box, simply double click within the box and use backspace to make the cell blank.
3. Press “Prepare for Print” button at the top of the **Overall Summary** tab (Exhibit 36). The print menu should automatically pop-up.
4. Select any printing preferences (double-sided, color, etc).
5. Click Print.

**Exhibit 36. Printing File Summary Report**



To print data from a specific Program ID and/or Supervisor ID:

1. Go to the **Overall Summary** tab.
2. Select Program ID and/or Supervisor ID of choice in the “Filter Results by Program or Supervisor” box. The ID(s) will be automatically included on the top of the printed report.
3. At the top of the page, click the “Prepare for Print” button.
4. Press “Prepare for Print” button at the top of the **Overall Summary** tab (Exhibit 36). The print menu should automatically pop-up.
5. Select any printing preferences (double-sided, color, etc).
6. Click Print.

**PRINT YOUR ELEMENT LEVEL QUALITY BREAKDOWN REPORT**

Element Level Quality Breakdown reports only report data for all files in the CAP Tool. These reports **cannot** be printed for specific Program IDs or Supervisor IDs.

Data on the **Element Level Quality Breakdown** tab can be easily printed following these steps:

1. Go to the **Element Level Quality Breakdown** tab.
2. Select an essential element to print from the “Essential Element” dropdown box. (Exhibit 37)
3. At the top of the page, click the “Prepare for Print” button.
4. Press “Prepare for Print” button at the top of the **Element Level Quality Breakdown** tab. The print menu should automatically pop-up.
5. Select any printing preferences (double-sided, color, etc).
6. Click Print.

**Exhibit 37. Printing an Element-Specific Report**

NOTE: Data on this tab will only be populated if OPTIONAL element-level tables for (E3.b) Quality of Evidence and/or (F3.b) Quality of Feedback have been completed.

## CAP Candidate File Review Tool

[Prepare for Print](#)

**INDIVIDUAL ESSENTIAL ELEMENT SUMMARY REPORT**

Instructions: If you coded (E3.b) Quality of Evidence and/or (F3.b) Quality of Feedback at the individual element level, this tab will allow you to review results across files by element. To begin, select the essential element from the drop down menu below. Tables and graphs will automatically update to reflect results for that element.

EVIDENCE	<a href="#">GO</a>	<b>Essential Element</b>	
FEEDBACK	<a href="#">GO</a>	1.A.4: Well Structured Lessons	<small>-- Select element from dropdown menu</small>
EVIDENCE	<a href="#">TOP ↑</a>		

## GLOSSARY

### EVIDENCE

#### E1. ELEMENTS FOR WHICH EVIDENCE IS PROVIDED

The *Elements for which Evidence is Provided* component documents the presence or absence of evidence included in the observation, Formative Assessment, and Summative Assessment forms aligned to the **Six Essential Elements**, which are defined below.

<p><b>1.A.4: Well-Structured Lessons</b></p>	<p>Evidence about the organization of lessons; whether the lesson includes measurable objectives and appropriate student engagement strategies; details about the pacing or sequence of lesson activities; or information about the materials, resources, student groupings, and/or technologies used.</p>
<p><b>I-B-2. Adjustment to Practice</b></p>	<p>Evidence that documents whether teacher candidate organizes and analyzes results from one or more formal or informal assessments to determine progress toward intended outcomes and uses these findings to alter practice and identify and/or implement appropriate differentiated interventions and enhancements for students.</p>
<p><b>II-A-3. Meeting Diverse Needs</b></p>	<p>Evidence that documents whether teacher candidate applies appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, for students with disabilities, English learners, and/or other student groups with particular needs.</p>
<p><b>2. B.1 Safe Learning Environment</b></p>	<p>Evidence that documents the rituals, routines, and/or responses that create and maintain a safe physical and/or intellectual environment that allows students to take academic risks.</p>
<p><b>2.D.2 High Expectations</b></p>	<p>Evidence about whether a candidate models and reinforces ways that students can master challenging material through effective effort.</p>
<p><b>4.A.1 Reflective Practice</b></p>	<p>Evidence about whether a candidate has (or has not) thought carefully about the effectiveness of lessons, units, teaching practices, and/or interactions with students, and uses insights gained to alter practice and improve student learning. This can include citing examples of ways in which candidate uses student feedback or measures of student learning to inform and/or modify practice.</p>

## E2. EVIDENCE CATEGORIES RECORDED DURING OBSERVATION

The *Evidence Categories Recorded during Observation* component documents the presence or absence of specific examples of evidence (such as teacher actions/practices, student actions/behaviors, and/or classroom environment) included in the observation forms, regardless of their alignment to the Focus Elements. An example of evidence is considered present if at least one piece of evidence included aligns to one or more of the following categories:

- **Teacher actions/practices:** How the teacher leads or manages the classroom, interacts with students, and/or executes lessons.
- **Student actions/behaviors:** Explicit behaviors or attitudes of a student, multiple students, or the full classroom of students.
- **Classroom environment:** The social climate, positive or negative, and the emotional and physical aspects of the classroom.

*\*Please note that examples of evidence recorded are not mutually exclusive. For example, if an observer notes, “Students seem to know where they go without prompting,” this could be an example of evidence of student actions/behaviors and classroom environment.*

## E3. QUALITY OF EVIDENCE

High quality evidence is defined as *aligned* to the focus element(s), *outcomes-oriented* (focused on the intended outcome of the practice), *specific* (clearly indicative of the intended outcome/result), and *inclusive of multiple evidentiary sources* (i.e., more than one type of evidence). These aspects of high quality evidence are further defined below.

- **Aligned:** Associated with a given element that is aligned to DESE’s definition of that element (see E1 definitions for each of the elements).
- **Outcomes-oriented:** Focused on the *intended outcome(s)* of a candidate’s practice.
  - Outcomes-oriented evidence tells a story about cause and effect relationships and connects candidates’ actions, behaviors, and/or practices in the classroom to concrete changes and/or adjustments that occur in the classroom in response to those actions. Documented outcomes may include both student and teacher candidate-related outcomes. (Note: See additional examples of outcomes-oriented evidence in Appendix A.)
  - An “intended outcome” describes the intended goal(s) of a particular action and does not have to be the same as the learning objective for the lesson. An outcome includes knowledge, skills, attitudes, and other desired benefits that are attained as a result of an activity. For example, to support her ELL students’ reading comprehension, Sarah provided an additional handout with key terms written out with definitions and Spanish translations. While working in their groups, students frequently referenced this handout and used these terms during their group discussion. The teacher candidate’s intention was “to support her ELL students’ reading comprehension” and differentiate

her instruction to support diverse needs; the outcome of this intention is that ELL students were able to more successfully participate in the group activity and use lesson vocabulary.

Evidence is Outcomes-Oriented	Evidence is Not Outcomes-Oriented
<p>“The observed lesson was well structured, with a clear procedure as outlined in the detailed lesson plan. This included a detailed list of needed materials which Mary-Ellen had available in the work area and that were easily accessible for students. Students seemed familiar with the general lesson structure and classroom routines. For example, students independently entered the room, chose a seat, and were able to independently find materials such as crayons and scissors when they needed them. Mary-Ellen also had the lesson set up ahead of time, with vocabulary words posted on the board and student worksheets prepared. This included accommodating students’ fine motor needs by creating a worksheet with an enlarged space for writing responses. By having these materials prepared, Mary-Ellen and the students were able to most effectively focus on the academic instruction without distraction.” <i>This example describes the candidate’s actions (had materials easily available for students, vocabulary words posted, worksheets prepared) and the outcome of those actions (students were able to focus without distraction).</i></p>	<p>“Observed lessons evidence that Virginia designs lessons with clear initiation, sustained independent practice and closure. The lesson was structured to activate prior knowledge and give students a large block of time to write independently. The lesson closure held students accountable to share their writing. Virginia has used frequent turn and talk opportunities to engage students in academic discourse. Technology has been integrated to support students’ interests and engagement. She has also worked with small groups and held one: one conferences. Therefore, lessons have been structured to include appropriate materials, resources, technology and grouping.” <i>This example provides a description of candidate’s behavior (technology has been integrated, held one:one conferences) but not how it led to the intended outcomes for students.</i></p>

- **Specific:** Numeric in measure or descriptive in nature.
- **Multiple evidentiary sources** (Formative & Summative Assessment forms only): Incorporates more than one type of evidence (e.g., evidence from observations, student feedback, measure of student learning, candidate artifacts).

Frequency with which evidence meets <i>high quality</i> criteria		
Frequently or Always (F)	Sometimes (S)	Rarely or Never (R)
Supervisor frequently or always (at least two-thirds of statements) documents evidence that is aligned/outcomes-oriented/specific	Supervisor sometimes (less than two-thirds and more than one-third of statements) documents evidence that is aligned/outcomes-oriented/specific	Supervisor rarely or never (less than one-third of statements) documents evidence that is aligned/outcomes-oriented/specific

**E4. SOURCES OF EVIDENCE INCLUDED**

**Sources of Evidence** documents the presence or absence of different evidence types or sources for each of the **Six Essential Elements**. Types of evidence include:

- **Observations:** Information documented during the announced or unannounced observations; may also include references to meetings with Supervising Practitioners.
- **Measures of Student Learning:** Formal (tests, quizzes) and/or informal (student “exit polls,” student show of hands, or thumbs up or down, student turn & talks, debates, and/or discussions) assessment tools that are used to help demonstrate (1) the extent to which the candidate’s practice is having an impact on student learning, and/or (2) the candidate’s ability to reflect on and adjust practice accordingly.
- **Student Feedback:** Refers to student input collected by the teacher candidate using the CAP Model Student Feedback Surveys (Grades 3-12), ESE’s K-2 Discussion Prompts (Grades K-2), or some other student feedback collection tool. The CAP Model Student Feedback Surveys include standard and mini forms, all of which target practice related to the Six Essential Elements.
- **Candidate Artifacts:** A sampling of products of practice or items related to day-to-day instruction that is compiled by the teacher candidate to demonstrate knowledge and performance related to educator goals and teaching standards and/or indicators. Artifacts can include curriculum units, lesson plans, formative and summative assessment data, action plans, student behavior plans, examples of student work, and parent-teacher communication logs, and may also include reference to candidates’ reflections and/or reflective journals.
- **Professional Practice Goal:** The candidate identifies evidence related to goal progress and attainment during Step 2 of the 5-Step Cycle (Goal Setting & Plan Development). Evidence can include citing information documented in the [Preliminary](#) or [Finalized](#) Goal-Setting & Plan Development Forms or teacher candidate [self-assessment](#).

The Formative and Summative Assessment forms also have Required Sources of Evidence for each of the Essential Elements, which are documented below.

**Required Sources of Evidence for Formative and Summative Assessment Forms**

	1.A.4: Well Structured Lessons	1.B.2: Adjustments to Practice	2.A.3: Meeting Diverse Needs	2.B.1: Safe Learning Environment	2.D.2: High Expectations	4.A.1: Reflective Practice
Announced Observation #1	✓				✓	
Unannounced Observation #1	✓			✓		
Announced Observation #2		✓	✓			
Unannounced Observation #2		✓				
Measure of Student Learning	✓	✓	✓			✓
Student Feedback				✓	✓	✓
Candidate Artifacts						✓
Professional Practice Goal						✓

**E5. ALIGNMENT OF EVIDENCE DOCUMENTED TO SCOPE, QUALITY, AND CONSISTENCY RATINGS**

**Scope, Quality, and Consistency** documents the presence or absence of evidence focused on scope, quality, and/or consistency (see definitions below) for each of the **Six Essential Elements**. Evidence aligned to these areas includes:

- **Quality:** The ability to perform the skill, action, or behavior as described in the proficient performance descriptor.
- **Scope:** The scale of impact (e.g., one student, subset of children, all students) to which the skill, action, or behavior is demonstrated with quality.
- **Consistency:** The frequency (e.g., all the time, sometimes, once) that the skill, action, or behavior is demonstrated with quality.

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## E6. EVIDENCE OVER TIME AND RECOGNITION OF GROWTH

Intended to capture evidence of **candidate response to feedback over time**; the evidence describes the way(s) in which a candidate has adjusted his/her practice in response to feedback, thus signaling the efficacy of the feedback. Supervisor explicitly references evidence and feedback across multiple observations/sources that demonstrate growth/change over time.

## FEEDBACK

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### F1. FEEDBACK REINFORCEMENT & REFINEMENT AREAS/ACTIONS

This component documents whether a form includes *any* kind of feedback to the candidate. Then, if any feedback is provided, this component also describes whether the feedback provided to the candidate is clearly related to at least one specific **strength** (i.e., reinforcement area(s)) and/or at least one area for **improvement** (i.e., refinement area(s)) across one or more elements. Note that feedback on the Summative Assessment form is optional.

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### F2. ELEMENTS OF FOCUS

The *Elements of Focus* component documents the presence or absence of feedback aligned to the **Six Essential Elements**. See E1 Elements for which Evidence is Provides on page 34 for definitions of each element.

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### F3. QUALITY OF FEEDBACK

High quality feedback is specific (evidence-based), concrete (related to quality, scope, and/or consistency of practice), and useful (provides the candidate with clear next steps for improvement), and addresses areas of both strength and improvement.

- **Specific:** Explicitly based on a specific piece (or multiple pieces) of evidence, where the evidence source is clearly cited.
- **Concrete:** Describes the quality, scope, and consistency with which a teaching practice was executed.

- **Useful:** Includes clear next steps for the candidate related to his/her areas of reinforcement and refinement. Useful feedback is action-oriented and identifies opportunities for future growth.

Frequency with which feedback meets <i>high quality</i> criteria		
Frequently or Always (F)	Sometimes (S)	Rarely or Never (R)
Supervisor frequently or always (at least two-thirds of statements) documents feedback that is specific/concrete/useful	Supervisor sometimes (less than two-thirds and more than one-third of statements) documents feedback that is specific/concrete/useful	Supervisor rarely or never (less than one-third of statements) documents feedback that is specific/concrete/useful

#### F4. EVIDENCE SOURCES CITED IN FEEDBACK

The *Source of Evidence* component describes the categories of evidence used to support feedback documented on the Formative and Summative Assessment forms. Evidence may only be drawn from *only* observations, from observations *and* other categories of evidence (e.g., measures of student learning, student feedback, progress toward candidate’s professional practice goals, and candidate artifacts -- see *Sources of Evidence* on page 37 for definitions), or from *only* other categories of evidence.

**APPENDIX A: ADDITIONAL EXAMPLES OF OUTCOMES-ORIENTED EVIDENCE**

The following de-identified examples of outcomes-oriented evidence were selected from CAP Files included in the CAP File Review Tool pilot. They are *not* intended to be exemplars, but rather serve as a helpful resource for reviewers as they identify and code outcomes-oriented evidence in their own files.

Examples have been included for each of the **Six Essential Elements**.

**WELL-STRUCTURED LESSONS**

The lesson plan was incredibly well-organized and clearly linked to the state curriculum frameworks. Every minute counted as the teacher moved smoothly from individual work to large group instruction and finally to small group practice. Every part of the lesson was scaffolded to encourage deep, active learning.

*Note: Observer states the intention of the candidate's actions (to create "well-organized" lesson plan, "clearly linked to the state curriculum frameworks" that "was scaffolded to encourage deep, active learning") and the outcome ("Every minute counted as the teacher moved smoothly from individual work to large group instruction and finally to small group practice").*

**ADJUSTMENTS TO PRACTICE**

XX is open to suggestions for improvement. Similarly, in her reflections XX does daily honest appraisals of her classroom performance and uses them to make appropriate adjustments to her teaching methods as well as materials and media that she incorporates into her planning.

*Note: The observer states the intention (to appraise classroom performance) and the outcome (successful use of information from reflections to make appropriate adjustments to practice).*

**MEETING DIVERSE NEEDS**

XX knew that the level of the text for this lesson would be difficult for some students, which could prevent students from meeting the lesson objective of making character feeling inferences. XX used texts at two different levels (high/mid and low for the grade level) so that students would be more successful at reading and making inferences independently. Additionally, XX provided a picture dictionary for English language learners for five challenging words from the text. Students were able to complete the activity with minimal teacher assistance.

*Note: The observer states the intention of the candidate's actions (to differentiate the text and vocabulary so that students can access the text while making inferences) and the outcome (successful completion of activity with little teacher assistance).*

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## SAFE LEARNING ENVIRONMENT

I like that after a student would share their ideas, you would invite the other students to think about their response to what they'd heard. It was obvious that you are trying to foster a collaborative culture in the classroom. There was little side talk in the conversation as the students all seemed interested and engaged.

*Note: The observer states the intention of the candidate's actions ("it was obvious that you are trying to foster a collaborative culture in the classroom") and the outcome ("students all seemed interested and engaged").*

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## HIGH EXPECTATIONS

The students were challenged to see where the two worlds collide and where they diverge. Students needed to use the text, other reference tools, and each other to draw conclusions about the way we document history and report the news. This lesson engaged the students' higher order thinking skills throughout the class period.

*Note: The intention – to hold students to high academic standards and challenge them intellectually – is implied in the statement "students were challenged..." and further supported by the observer's designation of this evidence as aligned to the High Expectations element. The observer then states the outcome ("lesson engaged the students' higher order thinking skills throughout the class period").*

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## REFLECTIVE PRACTICE

XX is doing a good job communicating with me and adapting her practice to meet the needs of the school schedule at large. I find a good deal of evidence to support this in her email communication with me and our conversations. She is thinking about how to adapt her teaching to certain time constraints as well as engaging our PLC in conversations about how to change her curriculum to meet student needs.

*Note: The observer states the intention (to "adapt her practice to meet the needs of the school schedule") and the outcomes (candidate is actively "thinking about how to adapt her teaching to certain time constraints", as seen in her email communications, and "engaging our PLC in conversations about how to change her curriculum to meet student needs"). The outcomes in this example seem to be intentionally aligned to the essential element and describe the degree to which the candidate has successfully reflected on her practice and changed behavior in response to reflection.*