

Candidate Assessment of Performance (CAP): an Overview

August 4, 2015 and August 10, 2015

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MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION



Agenda

- ★ Section One: Introduction and Background of CAP
- ★ Section Two: What is Assessed in CAP, and How it is Assessed
- ★ Section Three: The 5-Step Cycle
- ★ Section Four: Appendices and Forms
- ★ Section Five: Timeline and Pilot Info
- ★ Q & A



Objectives for Today's Webinar

- ★ Provide an overview of CAP
- ★ Discuss next steps
- ★ Answer questions regarding CAP



- ★ **Section One: Introduction and Background of CAP**
- ★ Section Two: What is Assessed in CAP, and How it is Assessed
- ★ Section Three: The 5-Step Cycle
- ★ Section Four: Appendices and Forms
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Goals of CAP

★ Candidate readiness:

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

★ Alignment to MA Educator Evaluation Framework



Shift from PPA to CAP

- ★ Uses multiple measures
- ★ Removes content-based questions
- ★ Alignment to Educator Evaluation
- ★ Focused on targeted feedback



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CAP: The 6 Essential Elements

Standard	Total # Indicators	# of Indicators at Demonstrate Level	# of Eligible Elements	# of Essential Elements
1: Curriculum, Planning and Assessment	5	4	8	2
2: Teaching All Students	8	7	11	3
3: Family & Community Engagement	4	0	0	0
4: Professional Culture	6	2	4	1
All	23	13	23	6



CAP: The 6 Essential Elements

- ★ Elements are essential if:
 - ★ The absence of a teacher's competency in the skill was likely to put students at risk
 - ★ The element could serve as an umbrella for skills outlined in other elements, in most cases other elements were pre-requisite skills to those outlined in the essential element.



Standard	Element	Proficient Descriptor*
1: Curriculum, Planning and Assessment	1.A.4: Well-Structured Lessons	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.
	1.B.2: Adjustment to Practice	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.
2: Teaching All Students	2.A.3: Meeting Diverse Needs	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners.
	2.B.1: Safe Learning Environment	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
	2.D.2: High Expectations	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.
4: Professional Culture	4.A.1: Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.

*Proficient Descriptor is included here to provide a sense of the expectation outlined in the element. Specifics about the expectations of demonstrated competency for preparation candidates is outlined further in the Rubric Overview section below.

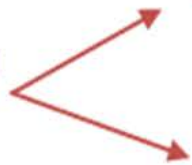


How to assess candidates on the 6 Essential Elements?



CAP Rubric

Essential Element



I-A-4.: Well-Structure Lessons

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

Performance Levels

Performance Descriptors

Quality			*	
Scope		*		
Consistency		*		
Evidence:				

Summative Assessment				
Quality			*	
Scope		*		
Consistency		*		
Evidence:				




Rubric: Quality, Scope, and Consistency and Readiness Thresholds

- ★ Quality: ability to perform (at proficient)
- ★ Scope: scale of impact
- ★ Consistency: frequency

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Quality			*	
Scope		*		
Consistency		*		
Evidence:				

Dimensions of Readiness

Readiness Thresholds



CAP: Gathering Evidence

II.D.2: High Expectations				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.

Formative Assessment				
Quality			*	
Scope		*		
Consistency		*		
Evidence:				

Summative Assessment				
Quality			*	
Scope		*		
Consistency		*		
Evidence:				



CAP: Categories of Evidence

★ Observations

- ★ Two announced, two unannounced
- ★ Document these observations using Observation Forms (Appendix D)
- ★ Observation Model Protocol is available

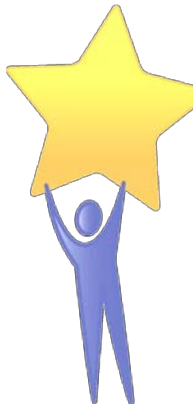
★ Impact on Student Learning

- ★ Identify a measure of learning, growth, or achievement that assesses a sample of content
- ★ Set expectations for how and when this will be measured
- ★ See Appendix G

★ Student Feedback

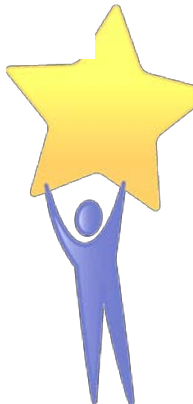
- ★ Candidate will issue surveys (ESE website)

★ Candidate Artifacts

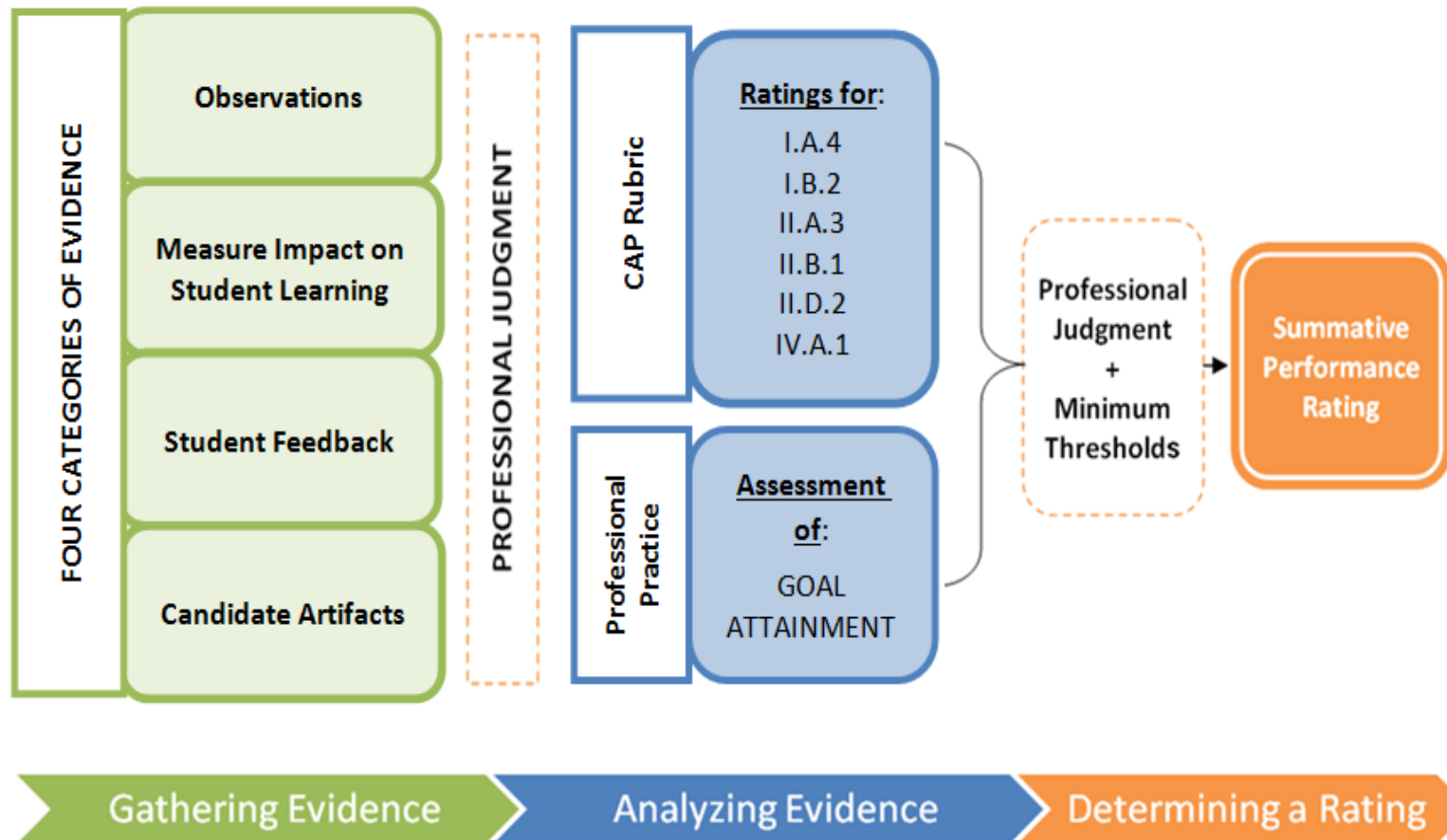


CAP: Evidence Requirements for Each Essential Element

Essential Element	Observations				Measures of Student Learning	Student Feedback	Candidate Artifacts
	#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced			
1.A.4: Well-Structured Lessons	✓	✓			✓		
1.B.2: Adjustment to Practice			✓	✓	✓		
2.A.3: Meeting Diverse Needs			✓		✓		
2.B.1: Safe Learning Environment		✓				✓	
2.D.2: High Expectations	✓					✓	
4.A.1: Reflective Practice					✓		✓



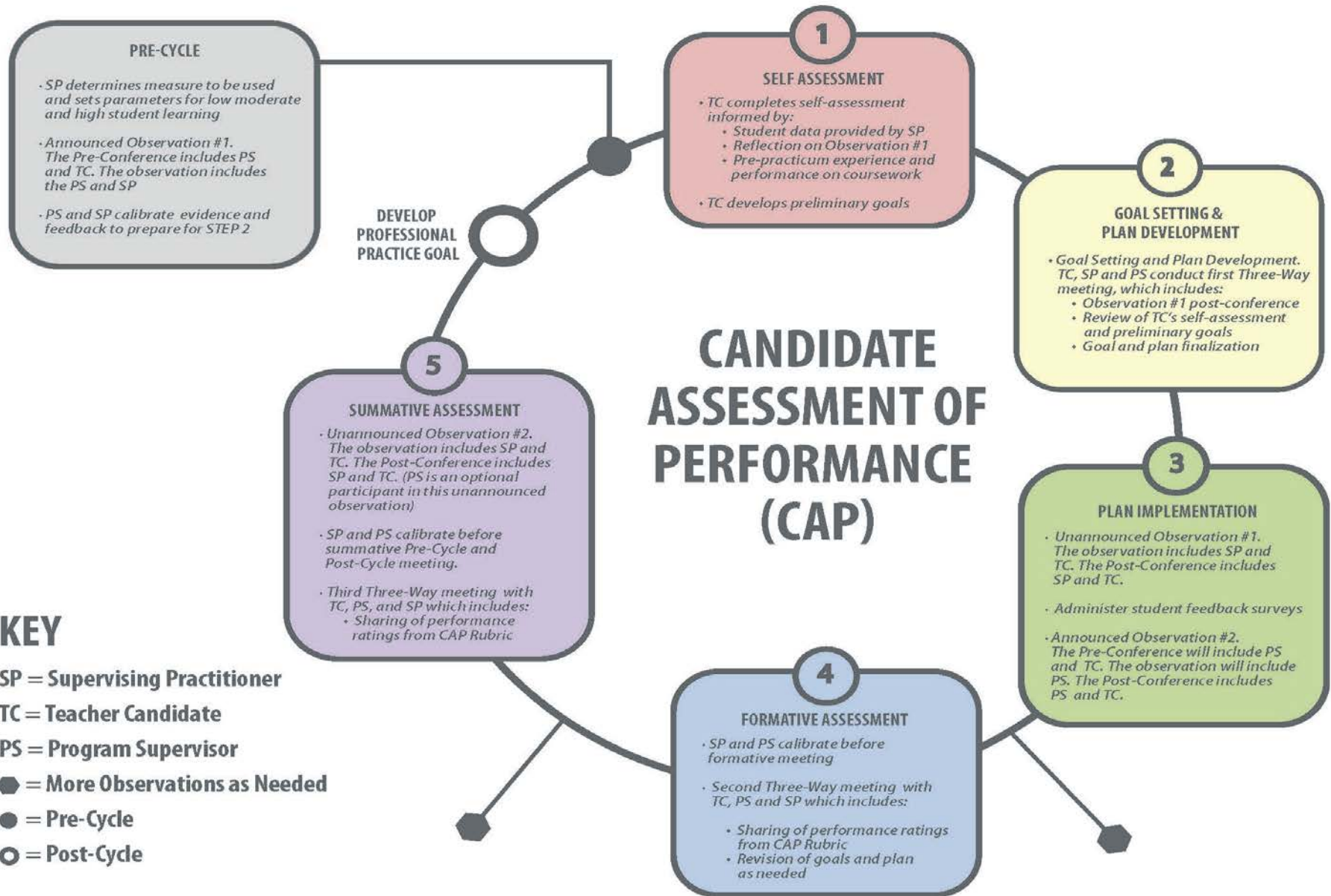
CAP: Summative Assessment



- ★ Section One: Introduction and Background of CAP
- ★ Section Two: What is Assessed in CAP, and How it is Assessed
- ★ **Section Three: The 5-Step Cycle**
- ★ Section Four: Appendices and Forms
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CAP: 5-Step Cycle



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CAP Observation Form: Announced Observation #1

What:	Observation # 1	How:	Announced
Who:	Program Supervisor & Supervising Practitioner		
Focus Elements:	1.A.4 Well-Structured Lessons; 2.D.2 High Expectations <i>Note: As this is the first observation, assessors should attempt to collect evidence for all elements in order to provide a baseline for future observations</i>		
Pre-Observation Conference			

Observation Details			
Date:		Time (start/end):	
Content Topic/Lesson Objective:			
<input type="checkbox"/>	Whole Group	<input type="checkbox"/>	Small Group
<input type="checkbox"/>	One-on-One	<input type="checkbox"/>	Other

Active Evidence Collection occurred during the observation and is synthesized and categorized below.

Element*	Evidence**
1.A.4*	
1.B.2	
2.A.3	
2.B.1	
2.D.2*	
4.A.1	

Focused Feedback	
Reinforcement Area/Action: <i>(strengths)</i>	
Refinement Area/Action: <i>(areas for improvement)</i>	



Evidence Requirements for Each Essential Element

Essential Element	Observations				Measures of Student Learning	Student Feedback	Candidate Artifacts
	#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced			
1.A.4: Well-Structured Lessons	✓	✓			✓		
1.B.2: Adjustment to Practice			✓	✓	✓		
2.A.3: Meeting Diverse Needs			✓		✓		
2.B.1: Safe Learning Environment		✓				✓	
2.D.2: High Expectations	✓					✓	
4.A.1: Reflective Practice					✓		✓



CAP Observation Form: Announced Observation #1

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2.A.3	
2.B.1	
2.D.2*	
4.A.1	

Focused Feedback	
Reinforcement Area/Action: <i>(strengths)</i>	
Refinement Area/Action: <i>(areas for improvement)</i>	



First Three-Way Meeting (*occurs within first three weeks*)

	Before	During 45- 60 min	After
TC	<input type="checkbox"/> Complete Self-Assessment & Goal-Setting Forms → Share with PS/SP	<input type="checkbox"/> Conduct a Post-Conference for Announced Obs. #1	<input type="checkbox"/> Share goals and plan with practicum seminar instructor
SP and PS	<input type="checkbox"/> Calibrate feedback from Announced Obs. #1 <input type="checkbox"/> Review Candidate Self-Assessment & Goal-Setting Form <input type="checkbox"/> Prepare to share baseline ratings on CAP Rubric	<input type="checkbox"/> Share baseline ratings <input type="checkbox"/> Finalize professional practice goal(s) <input type="checkbox"/> Agree on implementation plan <input type="checkbox"/> Sign-off at conclusion of meeting	<input type="checkbox"/> Act on commitments made in implementation plan
Forms	Required: <input type="checkbox"/> <i>Observation Form: Announced Observation #1</i> <input type="checkbox"/> <i>Candidate Self-Assessment & Goal-Setting Form</i> Optional: <ul style="list-style-type: none"> • <i>Model Observation Protocol: Post-Conference Planning Form</i> • <i>Candidate Self-Assessment & Goal Setting Form (used by SP/PS to prepare baseline)</i> 	Required: <input type="checkbox"/> <i>Observation Form: Announced Observation #1</i> <input type="checkbox"/> <i>CAP Rubric & Form ((Section 1 & 3)</i> Optional: <input type="checkbox"/> <i>Finalized Goal(s) & Implementation Plan Form</i>	Optional: <input type="checkbox"/> <i>Finalized Goal(s) & Implementation Plan Form</i>



Candidate Professional Practice Goal(s) & Implementation Plan

Name:		Date:	
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Goal(s): Based on the candidate's self-assessment and the baseline ratings determined by the Program Supervisor and Supervising Practitioner, the candidate has set the following S.M.A.R.T goal(s):

CAP Professional Practice Goal(s)		Essential Element

Implementation Plan: In support of attaining the goal(s), the candidate, Program Supervisor and Supervising Practitioner agree on the following actions *(add more rows as needed)*:

Action	Supports/Resources from	Timeline/Frequency

Measure of Student Learning: In addition to attaining the professional practice goal, the candidate will also be assessed based in part on their impact on student learning. The Supervising Practitioner, in coordination with the Program Supervisor, has set the following measures of student learning.

Measure of Student Learning	Impact Rating	Parameters
	High	
	Moderate	
	Low	



I.A.4: Well-Structure Lessons

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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Formative Assessment

Quality			*	
Scope		*		
Consistency		*		
Evidence:				

Summative Assessment

Quality			*	
Scope		*		
Consistency		*		
Evidence:				



CAP Summative Assessment

Summative Assessment				
Quality			*	
Scope		*		
Consistency		*		
Evidence:				

Summary Ratings				
Element	Quality	Consistency	Scope	Readiness Thresholds Met?
1.A.4: Well-Structured Lessons				
1.B.2: Adjustment to Practice				
2.A.3: Meeting Diverse Needs				
2.B.1: Safe Learning Environment				
2.D.2: High Expectations				
4.A.1: Reflective Practice				



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CAP Timeline for Development and Implementation

- ★ November 2014 – June 2015: Develop CAP
- ★ June 30, 2015: CAP Guidelines sent to Sponsoring Organizations
- ★ Pilot: 2015-16
- ★ Implementation: 2016-17



Coming up for CAP: 2015-16 PILOT

- ★ A minimum of 10 candidates from each SO
- ★ Training resources on CAP specifics
- ★ Piloting online platform/app!



Available now for CAP...

★ CAP Guidelines

★ Website: doe.mass.edu/edprep/cap



Thank you!

★ Be sure to check out the Ed Prep website for updates! doe.mass.edu/edprep/cap

★ Contact: Ed Prep

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