

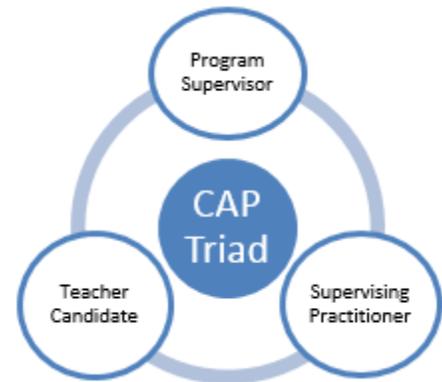
Quick Reference Guide: CAP Triad Roles & Responsibilities

Overview

The Candidate Assessment of Performance (CAP) relies significantly on the coordinated and dynamic interplay of three individuals at the heart of CAP implementation: **Teacher Candidate (TC)**, **Supervising Practitioner (SP)**, and the **Program Supervisor (PS)**. Here we provide an overview of:

- The **responsibilities** of each member of the CAP Triad
- Key **activities** associated with each Triad member that drive the process forward and make it successful.

Effective collaboration and communication across all three will ensure that candidates are ready to make impact on day one.



Triad Member Responsibilities

Program Supervisor (PS)	Supervising Practitioner (SP) (e.g. cooperating/classroom teacher)	Teacher Candidate (TC) (e.g. student teacher)
<ul style="list-style-type: none"> • Follow CAP guidelines and provide consistent guidance, support, and high-quality feedback that improves practice to TC • Assess and document evidence of TC readiness across the Six Essential Elements of CAP • Support the SP in identifying appropriate assessment(s) to measure TC impact on student learning • Conduct at least two observations (two announced, one unannounced-recommended), and collect, synthesize, and analyze evidence • Calibrate observations and feedback with the SP to ensure consistent messaging and targeted feedback to TC • Support the TC to reflect on student feedback • Coordinate and participate in 3 Three-Way Meetings with SP and TC • Determine, in collaboration with the SP, whether the TC is ready to teach* 	<ul style="list-style-type: none"> • Follow CAP guidelines and provide consistent guidance, support, and high-quality feedback that improves practice to TC • Assess and document evidence of TC readiness across the Six Essential Elements of CAP • Identify appropriate assessment(s) to measure TC impact on student learning • Conduct at least three observations (one announced and two unannounced) and collect, synthesize, and analyze evidence • Calibrate observations and feedback with the PS to ensure consistent messaging and targeted feedback to TC • Support the TC in administering the student feedback surveys • Participate in 3 Three-Way Meetings with PS and TC • Determine, in collaboration with the PS, whether the TC is ready to teach 	<ul style="list-style-type: none"> • Participate in CAP as outlined in the guidelines by fully engaging in the CAP 5-Step Cycle in order to demonstrate competency in all Six Essential Elements at the conclusion of the practicum • Collect and share evidence of practice with the PS and SP related to the Six Essential Elements of CAP • Administer, or support the SP in administering, a measure of student learning related to instruction • Coordinate with PS and SP to schedule at least two announced observations, including pre- and post-conferences • Receive, reflect, and incorporate feedback to adjust and improve practice • Administer, or support the SP in administering, the student feedback surveys • Participate in 3 Three-Way Meetings with PS and SP • Develop a professional practice goal based on CAP feedback

*The supervising practitioner (SP)... and the program supervisor (PS) will together evaluate the candidate on the basis of the appropriate standards. Disagreement between the SP and the PS will be resolved by the decision of a third person chosen jointly by them. ([603 CMR 7.04\(4\)](#))

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Triad Member Activities

The CAP 5-Step Cycle relies on the collaborative effort and engagement of all three triad members. The following table describes how the triad members work together on four key activities throughout the cycle:

- **Observations and evidence collection** related to candidate practice
- **Supervisor calibration** on practice and feedback
- **Three-way meetings** between the Program Supervisor, Supervising Practitioner, and Teacher Candidate
- **Formative and summative assessments** at the mid-point and end of the cycle

	Description	ESE Forms & Resources
Observations & Evidence Collection	<p>Observations provide the Supervising Practitioner and Program Supervisor with the opportunity to collect evidence of a Teacher Candidate’s practice, and to provide targeted, timely feedback that both reinforces promising practice and recommends additional actions or skill development. A Teacher Candidate is observed at least four times throughout the practicum: a minimum of two announced and two unannounced observations.</p> <p>Teacher Candidates also collect evidence throughout the 5-Step Cycle aligned to each of the Six Essential Elements, including artifacts of practice, student feedback, and data related to their impact on student learning.</p>	<p>Observation Form</p> <p>Model Observation Protocol</p> <p>Evidence Required for each Essential Element</p>
Supervisor Calibration	<p>The Program Supervisor and Supervising Practitioner are both responsible for assessing candidate readiness and providing feedback to inform candidate growth and development. After observations and before Three-Way Meetings, the Program Supervisor and Supervising Practitioner collaborate to develop a shared understanding of the candidate’s practice related to the Six Essential Elements and to co-construct feedback. By calibrating around instructional practice and feedback, CAP supervisors ensure that candidates receive consistent, targeted, and actionable feedback that drives improvement.</p>	<p>Calibration Training Tools & Resources</p>
Three-Way Meetings	<p>The triad engages in at least three Three-Way Meetings during the practicum. Three-Way Meetings are an opportunity for the triad to meet to discuss evidence collected to date, set goals, evaluate progress, and determine plans for ongoing improvement.</p>	<p>Three-Way Meeting Checklist</p>
Formative & Summative Assessment	<p>The triad assesses candidate practice on each of the Six Essential Elements twice during CAP: the formative assessment and the summative assessment.</p> <p>The Formative Assessment occurs halfway through the practicum. The Program Supervisor and Supervising Practitioner review evidence collected to date and determine formative ratings for each element. The triad then meets in Three-Way Meeting #2 to review the ratings and revisit or adjust the candidate’s plan and professional practice goal as needed.</p> <p>The Summative Assessment occurs in the final two weeks of the practicum. The Program Supervisor and Supervising Practitioner collaboratively analyze evidence and apply professional judgment to evaluate candidate practice on each of the Six Essential Elements and make a determination on the candidate’s readiness to teach. The Triad then meets to discuss the assessment during Three-Way Meeting #3.</p>	<p>QRG: The CAP Rubric</p> <p>Formative Assessment Form</p> <p>Summative Assessment Form</p>

Sponsoring Organization’s Responsibilities

In order to ensure a meaningful, effective CAP experience, the Sponsoring Organizations (SO) must devote time and resources to supporting all triad members in their understanding of the Six Essential Elements, readiness thresholds, and use of the CAP Rubric. With special attention to the collaborative roles of the PS and SP, the SO can elevate not only the standards to which they hold teacher candidates, but the influence and responsibilities of experienced educators in shaping the next generation of effective teachers in Massachusetts.