

## CAP Update: 2017 Stakeholder Survey Findings

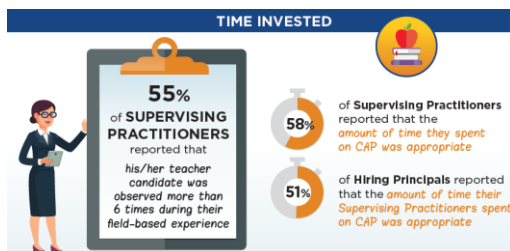
In 2017, ESE asked hiring principals, supervising practitioners, and teacher candidates to share feedback on the first full year of CAP implementation. The following summary reviews survey findings related to candidate supports, time invested by supervisors, levels of understanding, and the quality of training CAP training provided by providers.

### Candidate Supports

Providing candidates with consistent, actionable feedback that helps them strengthen practice is a cornerstone of the CAP process. Over 80% of teacher candidates reported receiving feedback from supervising practitioners and program supervisors that helped to improve their practice through CAP!

### Time Invested

Feedback from interviews and focus groups conducted in three SOs during the 2016-17 school year indicated that while the time commitment associated with supervising a teacher candidate is



higher for CAP than the prior assessment, supervising practitioners do not feel overburdened, and that any additional work associated with CAP was outweighed by the benefit of having another supervisor in the classroom with whom to collaborate (Didriksen, et al., 2017). In fact, while survey data indicates that only 58% of SPs and 51% of hiring principals believe that the amount of time SPs spend on CAP is appropriate, a similar percentage of supervising practitioners reported that their candidates were observed more than *six times* throughout CAP (two more than the

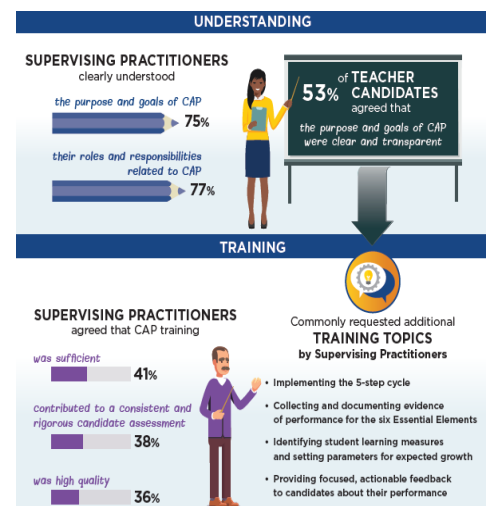
required number of observations). As CAP continues to privilege collaborative conversations and supports by supervisors to candidates, it will be important for SOs to communicate to district partners the importance of privileging the necessary time for this meaningful supervision.

### Understanding...

After just one year of implementation, the majority of supervising practitioners felt that they clearly understand the purpose and goals of CAP, as well as their changing role and responsibilities. This is a testament to the customized training and supports that SOs are providing to both supervising practitioners and program supervisors. That said, only half of teacher candidates report similar levels of understanding with regard to the purpose and goals of CAP. Case study interviews and focus groups indicate that SOs can narrow this understanding gap by strategically embedding components of CAP prior to the practicum, scaffolding skill development, and building familiarity with CAP expectations (and therefore expectations for readiness once employed) earlier in preparation.

### ...& Training

While supervising practitioners are clear on the purpose and goals of CAP, they are less confident in the quality of training. Fewer than half of surveyed SPs felt that they received sufficient training that contributed to a consistent and rigorous candidate assessment. The most requested topics for additional training included evidence collection and analysis, identification and analysis of student learning measures, and high quality feedback. In 2018, ESE is releasing an online module series to introduce supervisors to the CAP process, thereby allowing SOs to devote more professional development to important supervisory skills such as providing actionable feedback to candidates and calibrating around expectations of practice.



# IMPLEMENTATION SNAPSHOT: CANDIDATE ASSESSMENT OF PERFORMANCE (CAP)

Educator Preparation Stakeholder Survey 2017 Findings



## CANDIDATE SUPPORTS



**TEACHER CANDIDATES** agreed that feedback from their **Supervising Practitioners** helped to improve their teaching practice

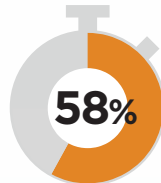
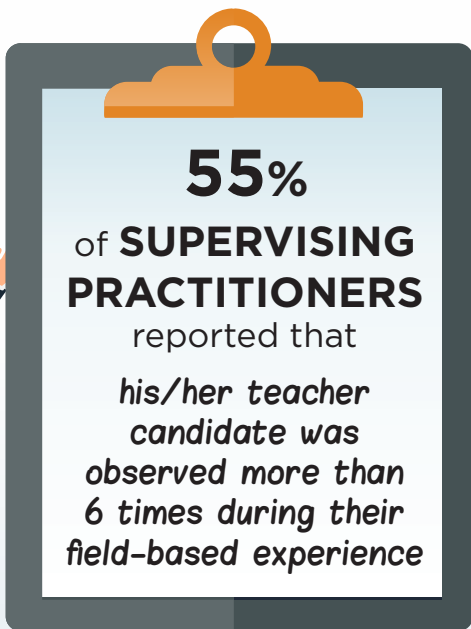
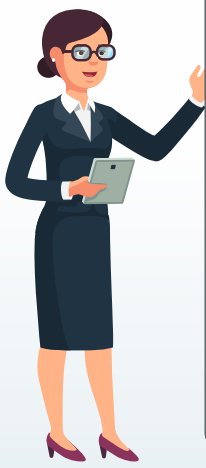
feedback from their **Program Supervisors** helped to improve their teaching practice

their **Supervising Practitioners** and **Program Supervisors** helped them find the supports and resources they needed

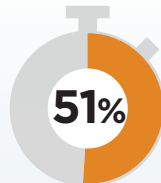
**65%** of **SUPERVISING PRACTITIONERS** & **59%** of **HIRING PRINCIPALS** agreed that CAP helped provide candidates with experience and preparation for their first year of teaching



## TIME INVESTED



of **Supervising Practitioners** reported that the amount of time they spent on CAP was appropriate



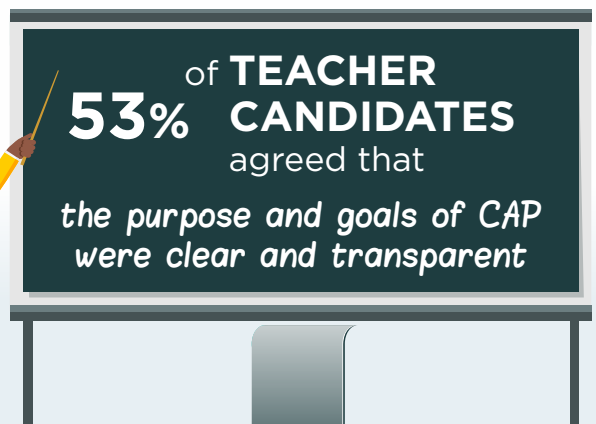
of **Hiring Principals** reported that the amount of time their Supervising Practitioners spent on CAP was appropriate

## UNDERSTANDING

**SUPERVISING PRACTITIONERS** clearly understood

the purpose and goals of CAP **75%**

their roles and responsibilities related to CAP **77%**



## TRAINING



**SUPERVISING PRACTITIONERS** agreed that CAP training

was sufficient **41%**

contributed to a consistent and rigorous candidate assessment **38%**

was high quality **36%**



Commonly requested additional **TRAINING TOPICS** by Supervising Practitioners

- Implementing the 5-step cycle
- Collecting and documenting evidence of performance for the six Essential Elements
- Identifying student learning measures and setting parameters for expected growth
- Providing focused, actionable feedback to candidates about their performance

The Massachusetts Department of Elementary and Secondary Education (ESE) surveyed Hiring Principals, Supervising Practitioners, and Teacher Candidates in spring 2017. Respondents included 518 Hiring Principals, 898 Supervising Practitioners, and 796 Teacher Candidates, representing over 50 educator preparation programs. This snapshot summarizes responses to questions that asked respondents whether they agreed, somewhat agreed, were neutral, somewhat disagreed, or disagreed with statements about implementation of the Candidate Assessment of Performance (CAP). Hiring Principals' perceptions reflect only those respondents who knew that the teacher candidates in their respective schools had completed CAP as part of the practicum/student teaching experience (N=115). The snapshot was prepared by Hayley Didriksen, Amy Checkoway, and Lisa Setrakian at Abt Associates, with Dr. Beth Gamse, as part of a three-year, statewide research-practice partnership focused on CAP implementation.