

**Handbook for the Candidate Assessment of Performance**

For Teacher Candidates, Supervising Practitioners, and Program Supervisors

Updated August 2019

[**Massachusetts Department of Elementary and Secondary Education**](http://www.doe.mass.edu)

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| **Audio Deep Dive** | **Be on the lookout for the Audio Deep Dive icon. Click to hear an DESE team member provide more detailed information about a specific step or topic.** |
| --- | --- |

# Overview

The Candidate Assessment of Performance (CAP) Implementation Handbook presents implementation information for each step of the CAP 5-Step Cycle, as well as all required and recommended forms for use by Teacher Candidates, Supervising Practitioners, and Program Supervisors.[[1]](#footnote-1)

The purpose of the Handbook is as follows:

1. Provide individuals with key content and concrete suggestions on how to successfully implement the CAP Guidelines
2. Organize and make accessible both *required* and *recommended* forms aligned to each step of the CAP 5-Step Cycle
3. Serve as a ready-to-use resource for providers to share with candidates, Program Supervisors, and Supervising Practitioners.

Providers may place the Handbook in a binder and distribute to participants, or share it electronically to support candidates, Supervising Practitioners and Program Supervisors throughout a candidate’s practicum.

## Background

The CAP Implementation Handbook accompanies the Guidelines for the Candidate Assessment of Performance (“the Guidelines”). Originally published in July 2015 to support pilot implementation of the new performance assessment for Teacher Candidates, the Guidelines were revised in July 2016 to reflect feedback from Sponsoring Organizations as collected through focus groups, surveys, and implementation data throughout the pilot year.[[2]](#footnote-2) The guidelines were revised again in August 2019 with the addition of a seventh Essential Element – 1.A.1: Subject Matter Knowledge - as well as updates to the rubric to align with the Model Teacher Rubric updated in 2018. While the Guidelines provide “the what” and “the why” behind CAP’s requirements, the Handbook provides “the how,” such that all key participants in the process—Program Supervisors, Supervising Practitioners, and Teacher Candidates—have an easy resource to guide them through CAP from start to finish.

## How to Use the Handbook

The Handbook is organized as follows:

* **Introductory Materials**, including
  + [Roles & Responsibilities](#_Roles_&_Responsibilities) for individuals involved in supporting the CAP process
  + [Required vs. Recommended Forms](#_CAP_Required_vs_14) (a go-to table to verify which forms are required and which ones are recommended)
* **CAP 5-Step Cycle**, including step-specific content such as:
  + Overviews for each step
  + Required forms and recommended forms
* **Suggested Resources**, including
  + [Model Observation Protocol](#_ESE_Model_Observation)
  + [Sample Implementation Schedules & Template](#_CAP_5-Step_Cycle:)
  + [Additional Training & Implementation Support Resources](#_Additional_Training_&)

DESE hopes that this Handbook facilitates the implementation of the Candidate Assessment of Performance by promoting a shared understanding of the expectations and requirements throughout the assessment.

# Introduction

## Roles & Responsibilities

There are several stakeholders involved in the effective implementation of field-based experiences and the assessment of candidate readiness through CAP. Below we have detailed the essential responsibilities for: Sponsoring Organizations, PK-12 Schools and District Partners, Program Supervisors, Supervising Practitioners and candidates. The functions that follow are critical to both candidate preparedness and the effective assessment of practice. Ultimately, it will be the combined effort of all parties involved to ensure that candidates are indeed ready to make impact on day one.

### Sponsoring Organizations:

* Work to serve the needs of PK-12 partners; involve partners in the design and execution of field-based experiences; and engage in partnerships that improve the experience for preparation candidates and outcomes for PK-12 students.
* Design, implement and evaluate the quality of field-based experiences ensuring that they begin early in preparation, cover a range of time periods within the school year, are in settings with diverse learners and build to candidate readiness for the licensure role.
* Identify candidates throughout the program who may be at-risk of not meeting standards and provide necessary supports and guidance to guide improvement or exit.
* Identify Supervising Practitioners that meet all regulatory requirements, including being rated as proficient or higher on their most recent summative evaluation, and monitor their efficacy in impacting candidate performance.
* Provide training, support, and development to Program Supervisors and Supervising Practitioners that impacts candidate effectiveness.
* Ensure that all candidates receive consistent guidance, support and high-quality feedback during field-based experiences with the Program Supervisor and Supervising Practitioner.
* Oversee CAP as the culminating assessment of performance and ensure that it serves to document the evidence of candidate readiness (or not) for the licensure role. Maintain all required CAP forms on file at the Sponsoring Organization.
* Develop programs of study that ensure candidates are prepared to demonstrate readiness in their practicum placements.
* Use formative and summative assessment data to target areas of candidate need.
* Use data from CAP to inform strategic decisions that have a positive impact on programs, candidates and employing PK-12 partners.

### PK-12 Schools and District Partners

* Engage in the design, implementation and evaluation of field-based experiences.
* Provide Sponsoring Organizations with a list of potential Supervising Practitioners that meet regulatory requirements, including being rated as proficient or higher on their most recent summative evaluation.
* Support teachers serving in the role as Supervising Practitioners; monitor their efficacy in impacting candidate effectiveness; and recognize individuals’ contributions to the profession.
* Coordinate with Sponsoring Organizations to implement field-based experiences that cover a range of time periods and are in settings with diverse learners.
* When appropriate, calibrate observations and feedback with Program Supervisor and Supervising Practitioner to ensure teachers are receiving consistent messages about their practice.

### Program Supervisor

* Provide candidates with consistent guidance, support and high-quality feedback during field-based experiences that improves their practice.
* Use CAP as outlined in these guidelines to assess and document evidence of candidate readiness for the licensure role.
* Coordinate the CAP process in collaboration with the Supervising Practitioner and candidate; stay on top of timelines, facilitate meetings; calibrate with the Supervising Practitioner; submit all forms.
* Actively collect evidence during observations, synthesize and analyze the evidence to provide focused feedback to the candidate about their performance.
* Conduct at least two observations of the candidate; review information from all observations; support the Supervising Practitioner in conducting observations.
* Submit data on candidate performance on CAP through the completion of formative and summative assessment ratings.
* Determine, in collaboration with the Supervising Practitioner, whether the candidate is ready to teach.
* Complete CAP Form with signatures for purposes of retaining at the Sponsoring Organization.

### Supervising Practitioner

* Use CAP as outlined in these guidelines to assess and document evidence of candidate readiness for the licensure role.

**[Audio Deep Dive:](https://youtu.be/VmAzKmVpdlo)**

**[Supervising Practitioners](https://youtu.be/VmAzKmVpdlo)**



* Conduct at least three observations of the candidate; review information from all observations; support the Program Supervisor in conducting observations.
* Actively collect evidence during observations, synthesize and analyze the evidence to provide focused feedback to the candidate about their performance.
* Identify and set the measures of student learning to be used in CAP prior to the first Three-Way Meeting, support Program Supervisor in interpreting candidate performance relative to the parameters that were set.
* Administer, or support the candidate in administering, the student feedback surveys.
* Determine, in collaboration with the Program Supervisor, whether the candidate is ready to teach.
* Complete CAP Form with signatures for purposes of retaining at the Sponsoring Organization.

### Candidate

* Participate in CAP as outlined in the Guidelines for Candidate Assessment of Performance, including attending Three-Way Meetings, being available for additional observations, and collecting student feedback and candidate artifacts.
* Engage in early field-based experiences and activities in coursework to gain the knowledge and skills necessary to demonstrate readiness for the licensure role.
* Demonstrate competency at all readiness threshold levels.
* Administer, or support the Supervising Practitioner in administering, the student feedback surveys.
* Provide feedback to the Sponsoring Organization about one’s experience in the preparation program.

## CAP Required vs Recommended Forms & Resources

The following table outlines which forms are required for CAP versus those that are recommended:

| Required Forms | Recommended Forms & Resources |
| --- | --- |
| * CAP Form * CAP Observation Form (for all required observations) * Student Feedback Instruments * Formative Assessment Form * Summative Assessment Form | * Candidate Self-Assessment Form & Goal-Setting Form * Preliminary Goal-Setting and Plan Development Form * Finalized Goal & Implementation Plan Form * Baseline Assessment Form * Pre-Conference Planning Form Candidate Self-Reflection Form * Post-Conference Planning Form * Three-Way Meeting Checklists * Measuring Candidate Impact on Student Learning (Guidance) * Model Observation Protocol (Guidance) |

All required forms should be retained on file at the Sponsoring Organization. Other forms, particularly those in the recommended section, may also be useful in demonstrating certain criteria are met during an upcoming DESE review. Refer to the [Candidate Record Retention advisory](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide.docx) for more information.

# CAP 5-Step Cycle

The primary goal of the CAP 5-Step Cycle of evaluation is to assess candidate readiness for entry into the profession. During the CAP 5-Step Cycle, candidates experience the opportunity for professional growth and development through self-directed analysis and reflection, planning, action steps, and collaboration. Regular, constructive feedback from the Supervising Practitioner and Program Supervisor, coupled with opportunities to reflect on and improve practice, drive the cycle from beginning to end.

## CAP 5-Step Cycle Overview

CAP’s 5-Step Cycle retains the same core architecture of the cycle included in the Educator Evaluation Framework, while including key modifications designed to support the unique context of preparation, as well as the specific needs of candidates, Program Supervisors, and Supervising Practitioners. Included throughout this Handbook are key DESE resources associated with each step in the cycle to assist candidates, Supervising Practitioners, and Program Supervisors throughout the process.

[Pre-Cycle](#_/Pre-Cycle)

Step 1: [Self-Assessment](#_Step_1:_Self-Assessment)

Step 2: [Goal-Setting and Plan Development](#_Step_2:_)

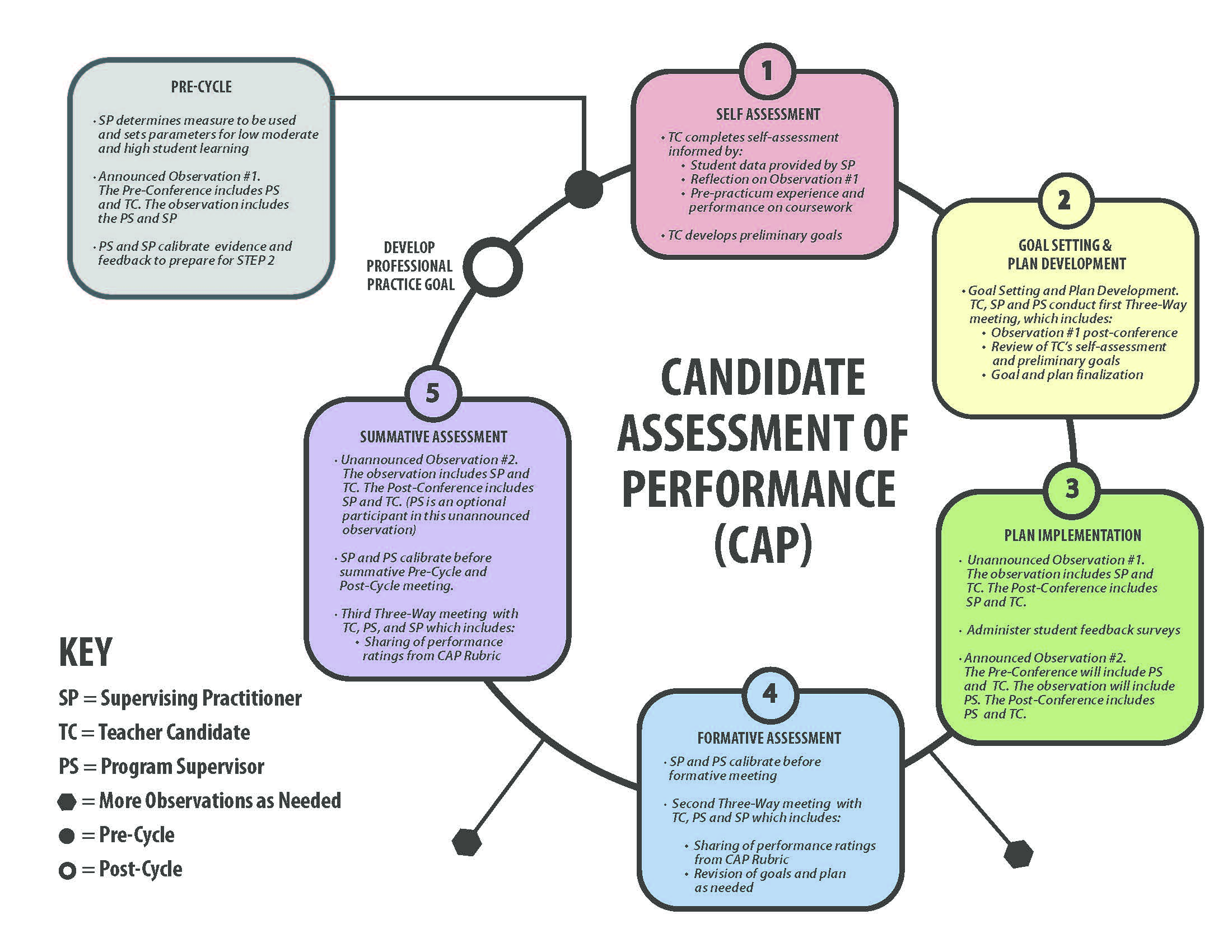
Step 3: [Plan Implementation](#_Step_3:_)

Step 4: [Formative Assessment](#_Step_4:_)

Step 5: [Summative Assessment](#_Step_5:_)

[Post-Cycle](#_Post-Cycle)

The following graphic represents the CAP 5-Step Cycle, with pre-and post-cycle events included.



# Pre-Cycle

The Pre-Cycle activities set the stage for a robust and meaningful 5-Step Cycle. The Teacher Candidate and Program Supervisor meet in pre-conference for the first observation, and the Program Supervisor and Supervising Practitioner conduct Announced Observation #1. The Supervising Practitioner identifies which assessment will be used as a measure of student learning for the candidate.

Pre-Cycle step of 5-step cycle


**[Audio Deep Dive:](https://youtu.be/yySZkrrJpeA)**

**[Pre-Cycle](https://youtu.be/yySZkrrJpeA)**



| Pre-Cycle | |
| --- | --- |
| **WHAT** | 1. **Complete CAP Form Section 1:**Teacher Candidate and Program Supervisor complete Section 1 of the CAP Form.   Required Form: [CAP Form](#_CAP_Form_1)   1. **Announced Obs. #1 Pre-Conference**: Teacher Candidate and the Program Supervisor meet in Pre-Conference for Announced Observation #1, the focus of which is on elements 1.A.3 (Well-Structured Units and Lessons) and 2.E.1 (High Expectations).   Recommended Form: Model Observation Protocol: [Pre-Conference Planning Form](#Preconference)   1. **Announced Obs. #1**: The Program Supervisor and the Supervising Practitioner conduct the first announced observation, focusing on practice related to 1.A.3 (Well-Structured Units and Lessons) and 2.E.1 (High Expectations).   Required Form: [Observation Form](#_Observation_Form_1)   1. **Announced** **Obs. # 1 Calibration**: The Program Supervisor and the Supervising Practitioner discuss the evidence collected during the observation and calibrate on the feedback to be provided to the Teacher Candidate.   Recommended Form: Post-Conference Planning Form  Suggested Resource: [After the Observation](#_After_the_Observation_1)   1. **Establish Student Impact Measure**: The Supervising Practitioner, with support from the Program Supervisor as needed, determines which assessment(s) will be used for measuring Teacher Candidate impact on student learning.   Recommended Form: [Measuring Candidate Impact on Student Learning](#MeasuringImpact) |
| **WHEN** | Within the first three weeks of the beginning of the practicum. |

## Overview: Pre-Cycle

The Pre-Cycle activities set the stage for a robust and meaningful 5-Step Cycle. The teacher candidate and Program Supervisor meet in pre-conference for the first announced observation, which takes place within the first two to three weeks of the practicum. This is the first of four required observations in CAP, each of which targets specific essential elements and plays a critical role in generating evidence of a candidate’s effectiveness. See below for a [*deep dive*](#_Deep_Dive:_Observations) into the role of observations in CAP.

The Supervising Practitioner also uses this time to identify which assessment will serve as a measure of student learning for the candidate, with the intent of identifying a measure that assesses key content over which the candidate will have responsibility (see guidance on [Measuring Candidate Impact on Student Learning](#MeasuringImpact) for more information on identifying a measure of student impact).

The following table identifies the following *required* and *recommended* resources specific to the Pre-Cycle step:

**Pre-Cycle Forms & Resources**

| Resource/Form | Required | Recommended | Intended Audience/User | | | Purpose/Intended use |
| --- | --- | --- | --- | --- | --- | --- |
| Teacher Candidate | Supervising Practitioner | Program Supervisor |
| [CAP Form](#_CAP_Form_1) | **X** |  | **X** |  | **X** | Form establishing the onset of the assessment; to be completed throughout the practicum. |
| [Measuring Candidate Impact on Student Learning](#_CAP:_Guidance_for) |  | **X** |  | **X** |  | Guidance to identify a student learning measure and establish parameters of high, moderate, low impact on student learning. |
| [Observation Form](#_Observation_Form_1) | **X** |  |  | **X** | **X** | Documentation of evidence collected during observation #1 and calibrated feedback provided to candidate as a result. |
| [Pre-Conference Planning Form](#Preconference) |  |  |  |  | **X** | Planning resource for Announced Obs. #1 pre-conference, identifying focus elements to be observed. |
| [Post-Conference Planning Form](#PostConference) |  |  |  |  | **X** | Planning resource for Announced Obs. #1 post-conference, organizing evidence and identifying feedback on refinement and reinforcement areas. |
| [Candidate Observation Self-Reflection form](#_Model_Observation_Protocol:_10) |  |  | **X** |  |  | Resource to support a candidate’s individual reflection on the observed lesson. |

### Deep Dive: Observations

Observations are one of the most critical sources of evidence collected by assessors in the Candidate Assessment of Performance (CAP). The protocol and forms that follow are designed to support candidates and assessors in engaging in observations that:

1. Collect and document evidence of performance for the Seven Essential Elements
2. Provide focused, actionable feedback to candidates about their performance

Under CAP, Supervising Practitioners and/or Program Supervisors are required to conduct a **minimum of four observations**, two announced and two unannounced. Program Supervisors and Supervising Practitioners are encouraged to conduct additional observations; Sponsoring Organization may set additional requirements for the context of their programs that exceed the minimum number of observations required.

It is the expectation that each (Announced and Unannounced) observation include all of the following:

* Active evidence collection during the observation (see below for more information)
* Analysis and synthesis of the evidence by the Program Supervisor/Supervising Practitioner following the observations; linking evidence to the Seven essential elements and identifying strengths and areas for improvement
* Targeted feedback to the candidate that will improve his/her practice
* Self-reflection by the candidate

Announced observations must include all of the above *and* the following:

* Review of candidate’s lesson materials (e.g., plan, assessment goals, relevant student artifacts) by Program Supervisor/ Supervising Practitioner in advance
* Conversation prior to the observation about goals for the lesson and areas of focus for evidence collection and feedback (driven by candidate’s goals and Essential Elements)

The Observation Form is designed to document implementation of the observations according to the expectations outlined above. This form should be used for each observation and must be retained in candidate files. As is the case throughout CAP, Sponsoring Organizations may add additional components or expectations for documentation.

*Note on Active Evidence Collection*: DESE expects that the assessor conducting the observation actively collects evidence during the observation; including teacher moves/behaviors and student actions/behaviors. It is important to note that assessors should avoid making judgments about performance DURING the observation. Active evidence collection should serve solely to document what happens during the observation. After the observation, assessors should refer to the evidence to support claims about candidate performance. There are several methods that may be deployed in order to accomplish this including; time-stamped scripting, videotaping, audio recording, etc. It is recommended that Sponsoring Organizations require and train Program Supervisors/ Supervising Practitioners in a particular method of evidence collection as this will help to calibrate the consistency of feedback provided to candidates. DESE is not collecting documentation of active evidence collection, the forms that follow, however, will serve as indication that it has in fact occurred.

In addition to the observation forms, DESE has also provided a model protocol. The Model Observation Protocol is designed to be supportive of Program Supervisors and Supervising Practitioners as they facilitate all aspects of the observation process including: preparing for the pre-conference; conducting the pre-conference; selecting refinement and reinforcement objectives; and conducting a post-conference. **The model is provided as a resource only**; Sponsoring Organizations and assessors may adopt or adapt the model protocol to meet their needs, or use something else entirely.

## CAP Form

The CAP Form includes two sections to be completed:

* Section 1: General information should be completed by the Teacher Candidate and the Program Supervisor (to be completed during Pre-Cycle).
* Section 2: Total Hours and Signatures will need to be completed by the Supervising Practitioner, the Program Supervisor, and the Teacher Candidate (to be completed during subsequent steps of the CAP 5-Step Cycle).

This form is [required](#_CAP_Required_vs_14). Both sections of the form must be retained on file at the Sponsoring Organization.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Candidate Assessment of Performance Form** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Section 1: General Information** (to be completed by the Candidate and the Program Supervisor) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Candidate Information | | | | | | | | | | | | | | | | | | | | | | | | | |
| First Name: |  | | | | | | | Last Name: | |  | | | | | | | | | | | | | | | |
| Street Address: | | | |  | | | | | | | | | | | | | | | | | | | | | |
| City/Town: |  | | | | | | | | | | | | State: | |  | | | | | Zip: | | | | |  |
| MEPID #: | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Massachusetts license number (if applicable): | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Program Information | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sponsoring Organization: | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Program Area & Grade Level: | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Have any components of the approved program been waived? 603 CMR 7.03(1)(b) | | | | | | | | | | | | | | | | | |  | | --- | | | | | | | |  | | --- | | | |
| Yes | | | | | | No | | |
| Practicum Information | | | | | | | | | |  | | --- | | | Practicum | | | | | | | |  | | --- | | Practicum Equivalent | | | | | | |
| Practicum/Equivalent Course Number: | | | | | |  | | | | | | | | | | | Credit hours: | | | | |  | | | |
| Practicum/Equivalent Seminar Course Title: | | |  | | | | | | | | | | | | | | | | | | | | | | |
| Practicum/Equivalent Site: | | | | |  | | | | | | | Grade Level(s) of Students: | | | | | | | | | |  | | | |
| Supervising Practitioner Information *(to be completed by the Program Supervisor)* | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name: | |  | | | | | | | | | | | | | | | | | | | | | | | |
| School District: | |  | | | | | | | | | | Position: | | | |  | | | | | | | | | |
| License Field(s): | |  | | | | | | | | | | | | | | MEPID or License # | | | | |  | | | | |
| # of years experience under license: | | | | | | |  | | | | | | | |  | | --- | | | | Initial | | | | |  | | --- | | | | Professional | |
| To the best of my knowledge (per the Supervising Practitioner’s Principal/Evaluator), the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his most recent evaluation. | | | | | | | | | | | | | | |  | | --- | | | | Yes | | | | |  | | --- | | | | No | |

| Name: |  | Date: |  |
| --- | --- | --- | --- |

|  |
| --- |
| **Candidate Assessment of Performance Form** |
| **Section 2: Total Hours and Signatures** |

| Three-Way Meetings | | |
| --- | --- | --- |
| 1st Three-Way Meeting  **Date**: | Candidate |  |
| Supervising Practitioner |  |
| Program Supervisor |  |
| 2nd Three-Way Meeting  **Date**: | Candidate |  |
| Supervising Practitioner |  |
| Program Supervisor |  |
| Final Three-Way Meeting  **Date**: | Candidate |  |
| Supervising Practitioner |  |
| Program Supervisor |  |

|  | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Total Number of Practicum Hours: | |  | | Number of hours assumed full responsibility in the role: | | |  | |
| Based on the candidate’s performance as measured on the CAP Rubric, we have determined this candidate to be: | | | Ready to Teach | | |  | | --- | | Not Yet Ready | | |  | | --- | |
| Supervising Practitioner | Date: | | | | | | | |
| Program Supervisor | Date: | | | | | | | |
| Mediator  (if necessary see: 603 CMR 7.04(4)) | Date: | | | | | | | |

## Observation Form

| **Name: Date:** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| Observation #: \_\_\_ | | | Type (Announced/Unannounced): | | |
| Observed By: |  | | | | |
| Focus Elements: | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment | | |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations | | |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice | | |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  | | | | | |
| Date of Lesson: |  | | | Time (start/end): |  |
| Content Topic/Lesson Objective: | | | | | |
| | |  | | --- | | Whole Group | |  | | --- | | Small Group | |  | | --- | | One-on-One | |  | | --- | | Other | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | |
|  | | | | | |
| *Active Evidence Collection occurred during the observation and is synthesized and categorized below.* | | | | | |
|  | | | | | |
| **Element** | | **Evidence** | | | |
| 1.A.1 | |  | | | |
| 1.A.3 | |  | | | |
| 1.B.2 | |  | | | |
| 2.A.3 | |  | | | |
| 2.B.1 | |  | | | |
| 2.E.1 | |  | | | |
| 4.A.1 | |  | | | |

| **Focused Feedback** | |
| --- | --- |
| Reinforcement Area/Action:  *(strengths)* |  |
| Refinement Area/Action:  *(areas for improvement)* |  |

## 

## Model Observation Protocol: Pre-Conference Planning Form

| **Observation Details** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: | |  | | | Time (start/end): | | |  | | |
| Content Topic/Lesson Objective: | | | |  | | | | | | |
| |  | | --- | | Whole Group | | |  | | --- | | Small Group | | |  | | --- | | One-on-One | | |  | | --- | | Other |

| **Element(s) to be Observed (circle)** | **Comments** |
| --- | --- |
| 1.A.1: Subject Matter Knowledge |  |
| 1.A.3: Well- Structured Lessons |  |
| 1.B.2: Adjustments to Practice |  |
| 2.A.3: Meeting Diverse Needs |  |
| 2.B.1: Safe Learning Environment |  |
| 2.E.1: High Expectations |  |
| 4.A.1: Reflective Practice |  |

| **Refinement areas previously identified** |
| --- |
|  |

| **Questions to ask in pre-conference** |
| --- |
|  |

## Model Observation Protocol: Candidate Self-Reflection Form

**Directions**: Following an announced or an unannounced observation, please use the form below to reflect on the lesson. Submit the form to your Supervising Practitioner/Program Supervisor within 24 hours of the observation.

| **Observation Details** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: | |  | | | Time (start/end): | | |  | | |
| Content Topic/  Lesson Objective: | | |  | | | | | | | |
| Type of Observation: | | | | | | Observed by: | | | | |
| |  | | --- | | Announced | | |  | | --- | | Unannounced | | |  | | --- | | Supervising Practitioner | | |  | | --- | | Program Supervisor |

| **Reflection Prompt***: What do you think went particularly well? How did this strength impact your students’ learning?* |
| --- |
|  |

| **Reflection Prompt**: *If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students’ learning?* |
| --- |
|  |

| **Essential Element** | **Evidence:** Where possible, provide one piece of evidence that you believe demonstrates your performance relative to the Quality, Consistency or Scope of each element. |
| --- | --- |
| 1.A.1: Subject Matter Knowledge |  |
| 1.A.3: Well- Structured Lessons |  |
| 1.B.2: Adjustments to Practice |  |
| 2.A.3: Meeting Diverse Needs |  |
| 2.B.1: Safe Learning Environment |  |
| 2.E.1: High Expectations |  |

#### 

## Model Observation Protocol: Post-Conference Planning Form

| **Observation Details** | | | | |
| --- | --- | --- | --- | --- |
| Date: |  | | Time (start/end): |  |
| Content Topic/Lesson Objective: | |  | | |

| **Refinement Area #1** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Self-Reflection Question(s) to prompt candidate |  | | | |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |
| Potential Resources/Guided Practice/Training to support |  | | | |

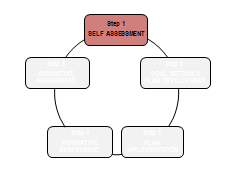
| **Refinement Area #2** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Self-Reflection Question(s) to prompt candidate |  | | | |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |
| Potential Resources/Guided Practice/Training to support |  | | | |

| **Reinforcement Area #1** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |

| **Reinforcement Area #2** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |

| Upcoming Steps in the CAP Process |
| --- |
| * Type of Next Observation: * Focus of Next Observation: * Date/topic of next Three-Way Meeting: * Other: |

# Step 1: Self-Assessment



The first step of the CAP 5-Step Cycle is self-assessment. Drawing from prior experiences in pre-practicum and coursework, the Teacher Candidate completes a self-assessment of practice in the Seven Essential Elements and shares a preliminary professional practice goal with the Program Supervisor and Supervising Practitioner. The Program Supervisor and Supervising Practitioner complete a baseline assessment of the candidate’s skills based on Observation #1 and other sources of evidence.

| Step 1: Self-Assessment | | |
| --- | --- | --- |
| **WHAT** | 1. **Complete Self-Assessment**: The Teacher Candidate completes a Self-Assessment. Candidates should be completing the Self-Assessment based on prior experiences in pre-practicum and coursework to assess current skill set.   Recommended Form: [Self-Assessment Summary Form](#SelfAssessment)   1. **Draft Preliminary Professional Practice Goal:** The Teacher Candidate uses information from the Self-Assessment to draft a preliminary professional practice goal.   Recommended Form: [Preliminary Goal-Setting & Plan Development Form](#_Preliminary_Goal-Setting_&)   1. **Share Self-Assessment & Preliminary Goal**: The Teacher Candidate shares the Self-Assessment and the draft goal with the Supervising Practitioner and the Program Supervisor prior to the first Three-Way Meeting. 2. **Complete Baseline Assessment**: The Program Supervisor and Supervising Practitioner complete a baseline assessment for the Teacher Candidate based on Announced Observation #1, observed interactions with students, and other sources of evidence, where applicable.   Recommended Form: [Baseline Assessment Form](#_Baseline_Assessment_Form_1) |
| **WHEN** | Within the first three weeks of the beginning of the practicum, after Announced Observation #1 and before the post-conference and first Three-Way Meeting. |

## Overview: Step 1

One of the most important characteristics of the MA Educator Evaluation Framework is that it is designed to provide each educator with significant agency over his/her evaluation experience. That starts with the Self-Assessment, during which educators reflect on their practice, review data, and identify areas of focus for his/her goals. Likewise, the Candidate Assessment of Performance (CAP) positions candidates to play a lead role in maximizing their practicum experiences through the inclusion of self-assessment and goal setting activities. With support from the Program Supervisor and Supervising Practitioner, the candidate evaluates his/her practice and develops a professional practice goal that will help guide action steps, resources/support and feedback throughout the CAP 5-Step Cycle. See below for a [deep dive](#_Deep_Dive:_Self-Assessment) into conducting a self-assessment and setting a goal.

The following recommended forms guide candidates, Supervising Practitioners, and Program Supervisors through the self-assessment and goal-setting processes of Step 1. The candidate then shares his/her self-assessment and preliminary goal with the Program Supervisor and Supervising Practitioner in advance of the first Three-Way Meeting.

**Step 1 Forms & Resources**

| Resource/Form | Required | Recommended | Intended Audience/User | | | Purpose/Intended use |
| --- | --- | --- | --- | --- | --- | --- |
| Teacher Candidate | Supervising Practitioner | Program Supervisor |
| [Candidate Self-Assessment Form](#_Candidate_Self-Assessment_Form_2) |  | **X** | **X** |  |  | Reflect on your performance in each dimension of an element and rate current level of performance. |
| [Candidate Preliminary Goal-Setting & Plan Development Form](#_Candidate_Preliminary_Goal-Setting) |  | **X** | **X** |  |  | Draft a preliminary professional practice goal based on the self-assessment. |
| [Baseline Assessment Form](#_Baseline_Assessment_Form) |  | **X** |  | **X** | **X** | Reflect on the Teacher Candidate’s performance thus far and establish a baseline assessment of a candidate’s readiness. |

*As a companion to these resources, please see* [*Finalized Goal-Setting and Implementation Plan Form*](#_Finalized_Goal_&)*, which includes the form to record the finalized goals and implementation plan.*

### Deep Dive: Self-Assessment & Goal Setting

### **Self-Assessment**

In conducting the Self-Assessment, candidates draw from prior experiences and knowledge to generate an authentic assessment of where their strengths lie and where there are areas in need of improvement. Candidates should reflect on the following in completing the Self-Assessment:

* Skills acquired in coursework
* Experiences in pre-practicum
* Targeted feedback they have received about their practice
* Evidence of impact with students
* Reflection on performance in Announced Observation #1

The Self-Assessment Form encourages candidates to reflect on aspects of their knowledge and skills across three dimensions:

* **Quality**: 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

By considering performance across these dimensions, candidates are able to identify discrete and specific areas of strength and areas for growth. The Self-Assessment Form intentionally does not include the readiness thresholds present in the CAP Rubric to ensure that candidates are able to generate an authentic assessment of his/her performance.

Candidates should complete the self-assessment within the first 2-3 weeks of the practicum and share their findings with the Supervising Practitioner and Program Supervisor in advance of the first Three-Way Meeting. The Candidate Self-Assessment Summary Sheet guides this reflection.

### **Goal-Setting & Plan Development**

After completing the Self-Assessment, candidates draft one professional practice goal. Professional practice goals are driven by the needs of the individual educator in relation to the four Professional Standards for Teachers (PSTs), as surfaced through the self-assessment. Professional practice goals are therefore closely aligned to the CAP Rubric and support the learning and development of the candidate, with the intent of helping him/her improve his/her practice.[[3]](#footnote-3) The professional practice goal is a required source of evidence for 4.A.1 Reflective Practice, as well as at least one other essential element which is collectively determined by the candidate, Supervising Practitioner, and Program Supervisor.

The [Preliminary Goal-Setting & Plan Development Form](#_Candidate:_Preliminary_Goal-Setting) guides the candidate to craft a S.M.A.R.T goal, consistent with practices expected of educators under the Educator Evaluation Framework. The S.M.A.R.T goal framework is useful in helping individuals to create effective goals and action plans. Key characteristics of S.M.A.R.T goals are:

**S = Specific and Strategic** – Goals should be specific so that at the end of the evaluation cycle educators and evaluators can determine whether they have been achieved. Goals should also be strategic, i.e., serve an important purpose for students, the school, and/or the district.

**M = Measurable** – Goals should be measurable so that progress toward a goal can be evaluated and managed.

**A = Action Oriented** – Goals have active, not passive verbs. The action steps attached to the goals indicate who is doing what.

**R = Rigorous, Realistic, and Results Focused (the 3 Rs)** – Goals should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement, but it should not be out of reach.

**T = Timed and Tracked** – A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help educators know whether they are on track to achieve the goal, and give educators information they need to make midcourse corrections.

Because a candidate’s professional practices goal emerges directly from the Self-Assessment, the goal will target specific areas identified as opportunities for growth. Goals are finalized during the first Three-Way Meeting.

## Candidate Self-Assessment Form

**Directions**: Independently, reflect on your performance in each dimension of an element. Use the performance descriptors from the CAP Rubric to help ground your assessment. Consider the following in rating your current level of performance (as applicable):

| * Skills acquired in coursework * Experiences in pre-practicum * Targeted feedback you have received about your practice | * Evidence of impact with students * Reflection on performance in Announced Observation # 1 |
| --- | --- |

This form is [optional](#_CAP_Required_vs_14); Sponsoring Organizations and assessors may adopt or adapt.

| Name: |  | Date: |  |
| --- | --- | --- | --- |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I.A.1: Subject Matter Knowledge** | | | | |
| I-A-1.  Subject Matter Knowledge | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary. | Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. | Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

| **I.A.3: Well-Structured Units and Lessons** | | | | |
| --- | --- | --- | --- | --- |
| I-A-3.  Well-Structured Units and Lessons | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills. | Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging. | Adapts as needed and implements standards-**based** units comprised of well-structured lessons with challenging tasks and measurable **outcomes**; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula. | Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

| **I.B.2: Adjustments to Practice** | | | | |
| --- | --- | --- | --- | --- |
| I-B-2.  Adjustments to Practice | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Makes few adjustments to practice based on formal and informal assessments. | May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | 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 differentiated interventions and enhancements for students. | Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

| **II.A.3: Meeting Diverse Needs** | | | | |
| --- | --- | --- | --- | --- |
| II-A-3.  Meeting Diverse Needs | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences. | Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners. | Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students’ learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

| **II.B.1: Safe Learning Environment** | | | | |
| --- | --- | --- | --- | --- |
| II-B-1.  Safe Learning Environment | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | 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. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

| **II.E.1: High Expectations** | | | | |
| --- | --- | --- | --- | --- |
| II-E-1.  High Expectations | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material. | Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability. | Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability. | Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

| **IV.A.1: Reflective Practice** | | | | |
| --- | --- | --- | --- | --- |
| IV-A-1.  Reflective Practice | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve 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. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues insights gained to improve practice and student learning. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

Self-Assessment Summary Sheet

Directions: In the table below, please record your self-assessment rating for each element. Use the following key: *Exemplary (E), Proficient (P), Needs Improvement (NI), Unsatisfactory (U)*

| Name: |  | Date: |  |
| --- | --- | --- | --- |

| **Self-Assessment Summary** | | | |
| --- | --- | --- | --- |
| **Element** | **Quality** | **Scope** | **Consistency** |
| 1.A.1: Subject Matter Knowledge |  |  |  |
| 1.A.3: Well-Structured Units and Lessons |  |  |  |
| 1.B.2: Adjustments to Practice |  |  |  |
| 2.A.3: Meeting Diverse Needs |  |  |  |
| 2.B.1: Safe Learning Environment |  |  |  |
| 2.E.1: High Expectations |  |  |  |
| 4.A.1: Reflective Practice |  |  |  |

Based on your Self-Assessment, briefly summarize your areas of strength and high-priority areas for growth.

| Area(s) of Strength | Evidence/Rationale | Element/Dimension |
| --- | --- | --- |
|  |  |  |
|  |  |  |

| Area(s) for Growth | Evidence/Rationale | Element/Dimension |
| --- | --- | --- |
|  |  |  |
|  |  |  |

*Please share your Self-Assessment as well as the Goal Setting & Plan Development Forms with your Program Supervisor and Supervising Practitioner at least three days in advance of the initial Three-Way Meeting, or earlier upon request.*

## Candidate: Preliminary Goal-Setting & Plan Development Form

This form is [optional](#_CAP_Required_vs_3); Sponsoring Organizations and assessors may adopt or adapt.

| Name: |  | Date: |  |
| --- | --- | --- | --- |

| Prompt: Identify/Clarify a **Focus or Goal Topic** (*Essential Element, See Self-Assessment Form)* |
| --- |
|  |
| *Strategic*Prompt: **Why** is this topic/focus area important? |
|  |

Crafting a S.M.A.R.T. Goal

Candidates are required to develop a professional practice goal that is specific, actionable, and measurable. In addition, this goal must be accompanied by an action plan with benchmarks to assess progress. The S.M.A.R.T. goals framework is a useful tool that candidates and supervisors can use to craft an effective goal and action plan. The key characteristics of S.M.A.R.T. goals are as follows:

**S = Specific and Strategic –** Goals should be specific so that at the end of the practicum, candidates and supervisors can determine whether the goal has been achieved. Goals should also be strategic, i.e., serve an important purpose for students, the school, and/or the district.

**M = Measurable –** Goals should be measurable so that progress toward a goal can be evaluated and managed.

**A = Action Oriented –** Goals have active, not passive verbs. The action steps attached to the goals indicate who is doing what.

**R = Rigorous, Realistic, and Results Focused (the 3 Rs) –** Goals should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the candidate toward improvement, but it should not be out of reach.

**T = Timed and Tracked –** A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help candidates know whether they are on track to achieve the goal, and give candidates information they need to make midcourse corrections.

| **Draft Professional Practice Goal:** |  | |
| --- | --- | --- |
| What actions will you take to achieve the goal? | | What actions/supports/resources will you need from your faculty, Program Supervisor and Supervising Practitioner? |
|  | |  |

| **S.M.A.R.T. Analysis**  *Use the following table to evaluate whether your goal is S.M.A.R.T. (and make any necessary adjustments to your draft goal statement).* | | |
| --- | --- | --- |
| **S** | Is the goal specific and strategic?  *What specific skills, knowledge, or practice will I acquire or develop through achieving this goal? Does is serve an important purpose for my students?* |  |
| **M** | Is it measurable?  *How will I track progress and evaluate success?* |  |
| **A** | Is it action-oriented?  *How will I demonstrate progress toward this goal? (Include potential sources of evidence demonstrating goal progress)* |  |
| **R** | Does it have the 3 R’s?  *Is this goal both realistic and ambitious?* |  |
| **T** | Is it timed?  *When will I achieve this goal?* |  |

## Baseline Assessment Form

Program Supervisors and Supervising Practitioners may use this form to reflect on the Teacher Candidate’s performance thus far and establish a baseline assessment of a candidate’s readiness. This assessment can be compared to the candidate’s Self-Assessment during the first Three-Way Meeting to establish areas of strength, and areas of opportunity.

This form is [optional](#_CAP_Required_vs_14); Sponsoring Organizations and assessors may adopt or adapt.

| Name: |  | Date: |  |
| --- | --- | --- | --- |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I.A.1: Subject Matter Knowledge** | | | | |
| I-A-1.  Subject Matter Knowledge | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary. | Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. | Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

| **I.A.3: Well-Structured Units and Lessons** | | | | |
| --- | --- | --- | --- | --- |
| I-A-3.  Well-Structured Units and Lessons | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills. | Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging. | Adapts as needed and implements standards-**based** units comprised of well-structured lessons with challenging tasks and measurable **outcomes**; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula. | Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

| **I.B.2: Adjustments to Practice** | | | | |
| --- | --- | --- | --- | --- |
| I-B-2.  Adjustments to Practice | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Makes few adjustments to practice based on formal and informal assessments. | May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | 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 differentiated interventions and enhancements for students. | Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

| **II.A.3: Meeting Diverse Needs** | | | | |
| --- | --- | --- | --- | --- |
| II-A-3.  Meeting Diverse Needs | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences. | Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners. | Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students’ learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

| **II.B.1: Safe Learning Environment** | | | | |
| --- | --- | --- | --- | --- |
| II-B-1.  Safe Learning Environment | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | 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. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

| **II.E.1: High Expectations** | | | | |
| --- | --- | --- | --- | --- |
| II-E-1.  High Expectations | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material. | Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability. | Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability. | Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

| **IV.A.1: Reflective Practice** | | | | |
| --- | --- | --- | --- | --- |
| IV-A-1.  Reflective Practice | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve 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. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues’ insights gained to improve practice and student learning. |
| Quality |  |  |  |  |
| Scope |  |  |  |  |
| Consistency |  |  |  |  |

# Step 2: Goal Setting & Plan Development

Step 2 of the cycle is goal setting and plan development. The Program Supervisor, Supervising Practitioner, and Teacher Candidate hold their first Three –Way Meeting, discuss the candidate’s self-assessment in relation to the assessors’ baseline assessment, and finalize the candidate’s professional practice goal and plan.

| Step 2: Goal Setting and Plan Development | |
| --- | --- |
| **WHAT** | 1. **First Three-Way Meeting**: During the first Three-Way Meeting the Program Supervisor and the Supervising Practitioner:    * Conduct a post-conference for Announced Observation #1.   Recommended Form: [Post-Conference Planning Form](#PostConference39)   * + Share baseline assessment and discuss based on the candidate’s Self-Assessment.   + Work with the candidate to finalize the professional practice goal and outline a plan for implementing this goal.   Recommended Form: [Finalized Goal & Implementation Plan Form](#_Finalized_Goal_&)  Recommended Form: [Three-Way Meeting Checklist](#_Three-Way_Meeting_Checklist) |
| **WHEN** | After Announced Observation #1 |

## Overview: Step 2

In Step 1, candidates were encouraged to use the [Preliminary Goal-Setting & Plan Development Form](#Preliminary) to craft a S.M.A.R.T. goal reflecting the strengths and improvement areas surfaced through their self-assessment. In Step 2, together with the Supervising Practitioner and Program Supervisor, the candidate finalizes his/her goal and can identify evidence—including specific artifacts—related to goal attainment as part of the implementation plan, thereby ensuring that relevant evidence is a product of naturally occurring activities and not “one more thing.”

Thoughtful and strategic evidence identification by a candidate ensures:

1. Candidates can provide assessors with a representative picture of their practice, and
2. Supervising Practitioners and Program Supervisors have a more robust body of evidence on which to base their professional judgment of candidate performance and on which to offer targeted, actionable feedback and assess readiness.

The [Finalized Goal & Implementation Plan Form](#_Finalized_Goal_&) encourages candidates to identify specific artifacts or other types of evidence that will demonstrate goal progress early on. Not only does this embed artifact collection into the practicum in a seamless, intentional manner, it supports educators to reflect on and monitor their own performance and progress throughout the CAP 5-Step Cycle.

The following table includes *required* forms and *recommended* resources to support Step 2 activities for the candidate, Supervising Practitioner and Program Supervisor when finalizing the candidate’s professional practice goal and plan.

**Step 2 Forms & Resources**

| Resource/Form | Required | Recommended | Intended Audience/User | | | Purpose/Intended use |
| --- | --- | --- | --- | --- | --- | --- |
| Teacher Candidate | Supervising Practitioner | Program Supervisor |
| CAP Form (from Pre-Cycle) | **X** |  | **X** |  |  | Document Three-Way Meeting #1. |
| [Post-Conference Planning Form](#PostConference39) |  | **X** |  |  | **X** | Planning resource for Announced Obs. #1 post-conference, organizing evidence and identifying feedback on refinement and reinforcement areas. |
| [Finalized Goal & Implementation Plan Form](#_Finalized_Goal_&) |  | **X** | **X** | **X** | **X** | Finalize goal, identify specific artifacts or other types of evidence that will demonstrate goal progress early on, and confirm measure of student learning. |
| [Three-Way Meeting Checklist Meeting #1)](#_Three-Way_Meeting_Checklist) |  | **X** |  | **X** | **X** | Resource for executing all relevant components of the first Three-Way Meeting. |

## Model Observation Protocol: Post-Conference Planning Form

| **Observation Details** | | | | |
| --- | --- | --- | --- | --- |
| Date: |  | | Time (start/end): |  |
| Content Topic/Lesson Objective: | |  | | |

| **Refinement Area #1** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Self-Reflection Question(s) to prompt candidate: |  | | | |
| Evidence from Observation: |  | | | |
| **Recommended Action** |  | | | |
| Potential Resources/Guided Practice/Training to support: |  | | | |

| **Refinement Area #2** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Self-Reflection Question(s) to prompt candidate |  | | | |
| Evidence from Observation |  | | | |
| **Recommended Action** |  | | | |
| Potential Resources/Guided Practice/Training to support |  | | | |

Finalized Goal & Implementation Plan Form

| Name: |  | Date: |  |
| --- | --- | --- | --- |

**Goal**: Based on the candidate’s self-assessment and feedback from the Program Supervisor and Supervising Practitioner, the candidate has set the following S.M.A.R.T professional practice goal:

| **CAP Professional Practice Goal** |  | Essential Elements |
| --- | --- | --- |
| 4.A.1: Reflective Practice |
| *Additional element(s):* |

**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** | **Related Evidence/Artifact(s)** | **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 measure(s) of student learning.

| **Measure of Student Learning** | **Impact Rating** | **Parameters** |
| --- | --- | --- |
|  | High |  |
| Moderate |  |
| Low |  |

## Three-Way Meeting Checklist

**Three-Way Meeting #1** (*Occurs* *after Announced Observation #1).*

|  | **Before** | **During**  *45- 60 min* | **After** |
| --- | --- | --- | --- |
| **TC** | * Complete Self-Assessment & Goal-Setting Forms 🡪 Share with PS/SP | * Conduct a Post-Conference for Announced Obs. #1 * Share baseline assessment * Finalize professional practice goal * Agree on implementation plan * Sign-off at conclusion of meeting | * Share goals and plan with practicum seminar instructor |
| **SP and PS** | * Calibrate feedback from Announced Obs. #1 * Review Candidate Self-Assessment & Goal-Setting Forms * Prepare to share baseline assessment on CAP Rubric | * Act on commitments made in implementation plan |
| **Forms** | Required:   * *Observation Form: Announced Observation #1*   Recommended:   * *Model Observation Protocol: Post-Conference Planning Form* * *Candidate Self-Assessment & Goal Setting Form* * *Baseline Assessment Form* | Required:   * *Observation Form: Announced Observation #1* * *CAP Form*   Recommended:   * *Finalized Goal(s) & Implementation Plan Form* | Recommended:   * *Finalized Goal(s) & Implementation Plan Form* |

**NOTES:**

## Guidance for Measuring Candidate Impact on Student Learning

**This guidance outlines how Supervising Practitioners should identify student learning measures and set parameters for impact. This resource is for reference only.**

The Supervising Practitioner should identify at least one measure of student learning, growth, or achievement that assesses a meaningful sample of the content the Teacher Candidate is primarily responsible for teaching. The Supervising Practitioner will set clear expectations for how and when the measure will be administered and scored. In addition, relying on his/her professional experience with the identified measure(s) and his/her understanding of the specific learning context, the Supervising Practitioner will set parameters for a range of expected learning, growth, or achievement (see DESE’s [Using Measures of Student Learning in CAP Protocol](https://www.doe.mass.edu/edprep/cap/MeasuresLearning.pdf) for more information about this process). Student outcomes below that range will be considered lower than expected and outcomes above that range will be considered higher than expected.

Wherever possible, measures of student growth should be used. As stated in Technical Guide B, “Student growth scores provide greater insight into student learning than is possible through the sole use of single-point-in-time student achievement measures. This is because students do not enter a classroom with the same level of knowledge, skills, and readiness. Achievement scores provide valuable feedback to educators about student attainment against standards, but taken by themselves may not be a sufficient reflection of student progress.” Growth measures allow students of all abilities an opportunity to demonstrate how much they have learned and, in many ways, provide a fuller picture of the impact of instruction.

For example, if the Teacher Candidate is responsible for teaching a math unit, the Supervising Practitioner may choose the end of unit assessment as the measure of student learning to include in the CAP. If over the past four units the average end-of-unit assessment scores were 84, 89, 81, and 83, the Supervising Practitioner may determine that a class average between 80 and 90 represents expected achievement, less than 80 represents lower than expected achievement and more than 90 represents higher than expected achievement.

The candidate will administer the identified measure(s) of student learning, growth, or achievement. Administration does not need to occur at the end of the practicum, but rather at the instructionally appropriate time during the practicum. After the measure is scored, the candidate should analyze the results and compare them to the parameters set by the Supervising Practitioner. Did all students achieve the expected outcomes? If not, were there patterns in performance that might indicate why some students made higher or lower than expected gains?

The experience of administering, scoring, and analyzing a measure of student learning, growth, or achievement is a crucial component of CAP. It is an essential skill of every effective teacher to be able to draw conclusions about his/her practice from student outcome data. Therefore, it is important to gauge a candidate’s aptitude to develop this skill. It is important to note that a measure of student learning, growth, or achievement is not a complete measure of a candidate’s impact on student learning. In the educator evaluation framework, multiple measures over multiple years are used to inform conclusions about educator impact. Given the abbreviated classroom experience associated with CAP, it is impossible to generate enough data to draw a conclusion about the candidate’s impact on student learning. It is possible, however, to assess the candidate’s ability to reflect on student outcomes and make connections to his/her practice.

# Step 3: Plan Implementation

The third step of the cycle is plan implementation. While the Teacher Candidate works toward his/her professional practice goal and collects relevant evidence of practice, the Supervising Practitioner and Program Supervisor conduct Unannounced Observation #1 and Announced Observation #2 (including relevant pre- and post-conferences), and any additional observations as needed. They provide the candidate with feedback for improvement and ensure timely access to planned supports.

| Step 3: Plan Implementation | |
| --- | --- |
| **WHAT** | 1. **Evidence Collection:** The Teacher Candidate collects evidence related to his/her professional practice goal, as well as feedback from students.   Required Form: [CAP Student Feedback Instrument(s)](#_Varied_Options:_Which)   1. **Unannounced Obs. #1:** The Supervising Practitioner conducts Unannounced Observation #1, focusing on practice related to elements 1.A.3 (Well-Structured Units and Lessons) and 2.B.1 (Safe Learning Environment).   Required Form: [Observation Form](#Observation46)   1. **Unannounced Obs. #1 Post-Conference:** The Supervising Practitioner and the Teacher Candidate meet for a post-conference after Unannounced Observation #1.   Recommended Form: [Post-Conference Planning Form](#PostConference51)   1. **Announced Obs. #2: Pre-Conference:** The Teacher Candidate and the Program Supervisor hold a Pre-Conference for Announced Observation #2.   Recommended Form: [Pre-Conference Planning Form](#PreConference50)   1. **Announced Obs. #2:** The Program Supervisor conducts Announced Observation #2, focusing on elements 1.B.2 (Adjustments to Practice) and 2.A.3 (Meeting Diverse Needs).   Required Form: [Observation Form](#Observation46)   1. **Announced Obs. #2 Post-Conference:** The Program Supervisor holds a post-conference for Announced Observation #2.   Recommended Form: [Post-Conference Planning Form](#PostConference51)  *Supervising Practitioner and/or Program Supervisor conduct more observations as needed.* |
| **WHEN** | The Teacher Candidate implements his/her plan and collects evidence of practice, including student feedback, throughout this period. Unannounced Observation #1 should take place about one-third of the way through the practicum. Announced Observation #2 should occur afterwards but before Step 3: Formative Assessment. More observations may take place as needed. |

## Overview: Step 3

Step 3: Plan Implementation begins after the professional practice goal and implementation plan have been established and continues throughout the remainder of the practicum. The candidate, Supervising Practitioner, and Program Supervisor spend this time collecting, analyzing, and reflecting on evidence of practice from five specific categories: observations, a measure of student learning, goal progress, student feedback, and additional artifacts. This section includes a [deep dive of CAP’s Five Categories of Evidence](#_Deep_Dive:_CAP’s), including a description of how specific types of evidence support assessments of practice for each of the Seven Essential Elements.

The following table includes a list of *required* and *recommended* forms and resources to support Step 3 activities for the candidate, Supervising Practitioner and Program Supervisor.

**Step 3 Forms & Resources**

| Resource/Form | Required | Recommended | Intended Audience/User | | | Purpose/Intended use |
| --- | --- | --- | --- | --- | --- | --- |
| Teacher Candidate | Supervising Practitioner | Program Supervisor |
| [Observation Form](#Observation46) (x2) | X |  |  | X | X | Document evidence from Unannounced Obs. #1 and Announced Obs. #2. |
| [CAP Student Feedback Instrument(s)](#_Varied_Options:_Which) | X |  | X |  |  | Resources include required feedback instruments (paper-based and online) and guidance on administering surveys and discussion protocols. |
| [Pre-Conference Planning Form](#PreConference50) |  |  |  |  | X | Planning resource for Announced Obs. #2 pre-conference, identifying focus elements to be observed. |
| [Post-Conference Planning Form](#PostConference51) |  | X |  | X | X | Planning resource for Unannounced Obs. #1 and Announced Obs. #2 post-conferences, organizing evidence and identifying feedback on refinement and reinforcement areas. |

### Deep Dive: CAP’s 5 Categories of Evidence

There are five major categories of evidence required in CAP: observations, measure(s) of student learning, student feedback, progress toward a candidate’s professional practice goal, and candidate artifacts. In addition to these required categories of evidence, SOs may identify other sources of evidence or more narrowly specify the evidence required in each category.

### Observations (Elements 1.A.1, 1.A.3, 1.B.2, 2.A.3, 2.B.1, 2.E.1)

Observations provide the Supervising Practitioner and Program Supervisor with the opportunity to collect evidence of a Teacher Candidate’s practice in six of the Seven Essential Elements, and to provide targeted, timely feedback that both reinforces promising practice and recommends additional actions or skill development. Program Supervisors and Supervising Practitioners actively collect evidence during a minimum of four observations and then synthesize the key evidence to provide focused feedback to candidates.

1. *Measure of Student Learning (Elements 1.A.1, 1.A.3, 1.B.2, 2.A.3, 4.1.A)*

A measure of student learning aligned to a meaningful sample of content for which the Teacher Candidate has responsibility allows the candidate, Supervising Practitioner, and Program Supervisor to identify (1) the extent to which the candidate’s practice is having an impact on student learning, and (2) the candidate’s ability to reflect on and adjust practice accordingly. Because the measure of student learning serves as a primary source of evidence for the element 1.B.2: Adjustments to Practice, the measure should be one that yields enough information about student learning that a candidate can draw reasonable conclusions about the impact of his/her practice on learning outcomes. This reflection by the candidate, and subsequent changes in or adjustments to practice, is as important, *if not more, as* evidence in CAP than the learning outcomes themselves.

**[Audio Deep Dive:](https://youtu.be/HXmGZblvsyQ)**

**[Measure of Student Learning](https://youtu.be/HXmGZblvsyQ)**



In addition to identifying at least one concrete and purposeful measure of student learning, growth, or achievement for use by the Teacher Candidate, the Supervising Practitioner also sets parameters for a range of expected learning, growth, or achievement. See Step 1’s Guidance on Measuring Student Impact and DESE’s [Using Measures of Student Learning in CAP Protocol](https://www.doe.mass.edu/edprep/cap/MeasuresLearning.pdf) for more information about how to incorporate evidence of impact on student learning into the assessment of candidate readiness.

1. *Student Feedback (Elements 2.B.1, 2.E.1, 4.A.1)*

Feedback from students plays a key role in teaching and learning in the Commonwealth and is therefore a critical source of evidence in understanding candidate performance. Candidates should plan on collecting student feedback using the CAP Model Student Feedback Surveys (developed for Grades 3-5 and 6-12) or DESE’s K-2 Discussion Prompts (Grades K-2) at a time during the practicum that allows students to provide the candidate with meaningful, informed feedback, while reserving enough time afterwards for the candidate to reflect on the feedback and adjust practice accordingly. The CAP Model Student Feedback Surveys include standard and mini forms, all of which target practice related to the Seven Essential Elements.

### Professional Practice Goal (4.A.1, one additional element)

A candidate’s professional practice goal reflects the needs of the individual candidate as surfaced through the self-assessment, and evidence related to the goal should communicate relevant activities and progress toward goal attainment. This makes it easy to track, support, and assess goal progress throughout the practicum.

For more supports and resources in goal development related evidence collection, refer to [Step 2 resources and supports](#_Step_2:_Goal).

### Candidate Artifacts (4.A.1)

Teacher Candidates are encouraged to share artifacts of practice throughout the CAP 5-Step Cycle as additional sources of evidence to support their assessment. These artifacts may include, but are not limited to:

| * unit and/or lesson plans * examples of students’ work * behavior plans/ behavior data | * audio/video recordings * reflection logs |
| --- | --- |

Candidate artifacts may further demonstrate practice related to a specific element, provide additional information related other evidence (such as student feedback, or an unannounced observation), or simply demonstrate new or innovative work with students. Since candidate artifacts directly inform practice associated with Essential Element 4.A.1 (Reflective Practice), the objective should always be to demonstrate meaningful reflection and adjustments to practice.

### Evidence Requirements for Each Essential Element

CAP is designed to make evidence collection a natural and meaningful component of the entire assessment, while ensuring that specific and sufficient types of evidence inform each of the Seven Essential Elements. The table below outlines the types of evidence that are, at a minimum, required to be used in assessing practice related to each element. Evidence collection is not limited to the minimum requirements.

**Evidence Required for each Essential Element**

| **Essential Element** | **Observations** | | | | **Measure of Student Learning** | **Student Feedback** | **Candidate Artifacts** | **Professional Practice Goal** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#1 Announced** | **#1 Unannounced** | **#2 Announced** | **#2 Unannounced** |
| **1.A.1: Subject Matter Knowledge** |  |  |  |  |  |  |  |  |
| **1.A.3: Well-Structured Units and Lessons** |  |  |  |  |  |  |  |  |
| **1.B.2: Adjustments to Practice** |  |  |  |  |  |  |  |  |
| **2.A.3: Meeting Diverse needs** |  |  |  |  |  |  |  |  |
| **2.B.1: Safe Learning Environment** |  |  |  |  |  |  |  |  |
| **2.E.1: High Expectations** |  |  |  |  |  |  |  |  |
| **4.A.1: Reflective Practice** |  |  |  |  |  |  |  |  |

When done well, the collection and analysis of evidence is a valuable process for candidates to reflect on and monitor their own performance and progress, and for Supervising Practitioners and Program Supervisors to establish a comprehensive and informed assessment of candidate readiness.

## Observation Form

| **Name: Date:** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| Observation #: \_\_\_ | | | Type (Announced/Unannounced): | | |
| Observed By: | |  | | | |
| Focus Elements: | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment | | |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations | | |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice | | |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  | | | | |
| Date of Lesson: | |  | | Time (start/end): |  |
| Content Topic/Lesson Objective: | | | | | |
| | |  | | --- | | Whole Group | |  | | --- | | Small Group | |  | | --- | | One-on-One | |  | | --- | | Other | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | |
|  | | | | | |
| *Active Evidence Collection occurred during the observation and is synthesized and categorized below.* | | | | | |
|  | | | | | |
| **Element** | **Evidence** | | | | |
| 1.A.1 |  | | | | |
| 1.A.3 |  | | | | |
| 1.B.2 |  | | | | |
| 2.A.3 |  | | | | |
| 2.B.1 |  | | | | |
| 2.E.1 |  | | | | |
| 4.A.1 |  | | | | |

| **Focused Feedback** | |
| --- | --- |
| Reinforcement Area/Action:  *(strengths)* |  |
| Refinement Area/Action:  *(areas for improvement)* |  |

## CAP Student Feedback Forms Advisory

Feedback from students plays a key role in teaching and learning in the Commonwealth and can be a critical source of evidence in understanding candidate performance. According to the [*Candidate Assessment of Performance*](http://www.doe.mass.edu/edprep/cap) *(CAP)* *Guidelines*, student feedback must be collected using DESE’s CAP Student Feedback Surveys for students in grades 3-5 and 6-12, or the DESE Model K-2 Discussion Protocol for students in grades K-2.

The CAP student feedback instruments are derived from the Massachusetts DESE Model Feedback Surveys, which were carefully crafted for alignment to the Standards for Effective Teaching practice (these mirror the [Guidelines for the Professional Standards for Teachers](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide.docx)) and validated for use in the Educator Evaluation Framework. CAP student feedback instruments also include mini forms that target the Seven Essential Elements.

This advisory provides guidance on the appropriate use and modification of these instruments within CAP and is designed to support providers in implementing the instruments successfully with Teacher Candidates and their students.

### Purpose of Student Feedback Surveys

Student feedback is one of the five required categories of evidence used to assess candidate readiness in CAP. The purpose of collecting feedback from students is two-fold: (1) to promote reflection and improved practice based on the analysis of the feedback, and (2) to provide assessors with an important source of evidence in determining candidate’s performance relative to the CAP readiness thresholds.

When taken together with other information sources, student feedback helps to provide a more accurate and detailed picture of an educator’s practice (Bill & Melinda Gates Foundation, January 2013). Multiple studies have demonstrated the strong correlation between student feedback and student achievement gains (Wilkerson, et al., 2000; Kyriakides, 2005; Peterson, K., Wahlquist, C., & Bone, K., 2000) as well as student engagement and self-efficacy (Balch, 2012). In fact, when administered well, student surveys can yield information that’s more consistent with teacher effectiveness than observational data (Ripley, 2012).[[4]](#footnote-4)

Given this body of research, embedding the collection of student feedback as one source of evidence in CAP serves to strengthen the assessment as well as set a precedent for novice teachers to use surveys or other feedback instruments to inform their practice throughout their career as an educator.

### Varied Options: Which Instrument to Use?

All candidates are required to use the DESE model feedback instruments as part of CAP[[5]](#footnote-5). There are several variations of the student feedback surveys that individual providers and candidates may choose to implement. The chart below outlines the various student feedback instruments as well as the most appropriate application of each survey.

| Grades 3-5 & 6-12: Student Feedback Surveys | | | |
| --- | --- | --- | --- |
| **Survey Form** | | **Survey Specs** | **Considerations** |
| **Standard Form** | Grades 3-5   * [Paper](http://www.doe.mass.edu/edprep/cap/G3-5StandardForm.docx)   Grades 6-12   * [Paper](http://www.doe.mass.edu/edprep/cap/G6-12StandardForm.docx) | * 40-45 questions * Requires approximately 20-30 minutes | * Recommended * Provides the most substantial information * Greatest coverage of Professional Standards for Teachers and essential elements * May be most appropriate for extended and in-depth placements |
| **Short Form** | Grades 3-5   * [Paper](http://www.doe.mass.edu/edprep/cap/G3-5ShortForm.docx)   Grades 6-12   * [Paper](http://www.doe.mass.edu/edprep/cap/G6-12ShortForm.docx) | * 20 questions * Requires approximately 15-20 minutes | * May be most appropriate for special populations or particularly accelerated placements |
| **Mini Form** | Grades 3-5   * [Paper](http://www.doe.mass.edu/edprep/cap/G3-5MiniForm.docx)   Grades 6-12   * [Paper](http://www.doe.mass.edu/edprep/cap/G6-12MiniForm.docx) | * 10 questions * Requires approximately 5-10 minutes | * Designed specifically for use in CAP as items focus exclusively on the Seven Essential Elements * Provides limited information * The mini forms have not been validated for use in the Educator Evaluation Framework * May be appropriate for split practicums or placements that work with an inconsistent student population |

| Grades K-2: Discussion Protocol |
| --- |
| Recognizing the unique nature of working with students in early grades, DESE has developed [Model Discussion Prompts](https://www.doe.mass.edu/edeval/evidence/feedback/k-2-discussion-protocol.docx) for use in grades K – 2. Teacher Candidates should discuss with their Supervising Practitioner the most appropriate method of administering these prompts and collecting feedback from the discussion. Discussions may take place in small group settings where students are comfortable and engaged. Due to the developmental stages of students in lower grades, feedback should be collected by the actual candidate rather than an alternative person or “proctor.” |

### Administering the Surveys: CAP-Specific Tips

Each of the CAP Student Feedback Surveys is accompanied by a detailed Administration Protocol that guides educators in preparing for, delivering, and analyzing the survey. Below are some specific modifications providers and Teacher Candidates may consider in implementing the surveys in their practicum placement. Teacher Candidates should discuss with both their Supervising Practitioner and Program Supervisor which survey is most appropriate for their students and how to best administer the survey to students.

* **Embed the Teacher Candidate’s name directly into the survey**. All of the forms are provided in editable format. It is recommended that Teacher Candidate replace all references to “my teacher” in the survey to with their name (e.g. “Ms. Smith,” or whatever name the students use for the candidate). This way it is clear to students that the survey is asking them about the work with the Teacher Candidate and results are not conflated by the influence of the Supervising Practitioner as the official teacher.
* **Use visual rating scales in early grades or for specialized populations.** In an attempt to collect data from students who may be non- or emergent readers, candidates may consider creating a visual rating scale (e.g. smiley faces or other emoticons) for their students. The survey questions or discussion prompts could be read verbally to students who then select their choice using the visual cues. If pursuing this option, candidates should maintain the same 4-point rating scale used in the surveys to maintain the fidelity of the survey.
* **If possible, have the supervising practitioner administer the survey**. In the [CAP Student Feedback Survey Administration Protocol,](http://www.doe.mass.edu/edprep/cap/G6-12AdminProtocol.docx) it is suggested that, to the extent that is feasible, someone other than the Teacher Candidate proctor the survey with students. This helps to ensure that students can ask any necessary questions they may have and will not be influenced by the presence of the individual about whom they are being asked to provide feedback. \*This is not best practice for K-2 students, where it is recommended that the candidate engage the students directly in conversation using the K-2 Discussion Prompts. The Supervising Practitioner or another individual may attend and take notes.
* **Administrate the survey in the latter half of the practicum experience**. This will allow students to have maximum experience with the Teacher Candidate before being asked to provide feedback, thus providing more informed perceptions. The survey should be administered prior to the summative assessment and with enough time for the candidate to reflect on his/her data.

### Survey Results: What to do with them?

As stated above, the surveys serve to inform the candidates’ own practice as well as the assessors’ summative judgments on CAP. According to the CAP Guidelines, results from the surveys should be used as a source of evidence for at least the following essential elements: 2.B.1 (Safe Learning Environment) and 2.E.1 (High Expectations).

Students are uniquely positioned to offer perspective relative to these specific elements. All surveys also address other elements and therefore may serve as a source of evidence for other CAP elements. Providers may also consider requiring a reflection from candidates following the administration of a survey, which could then be used as a source of evidence for essential element 4.A.1 (Reflective Practice).

Like all other sources of evidence collected through CAP (observations, candidate artifacts, and measures of student learning), student feedback is just one measure of a candidate’s readiness. Providers should continue to calibrate assessors’ professional judgments in considering these different facets of a candidate’s practice.

## Online Administration Information

**DESE recommends reviewing the** [**CAP Student Feedback Survey Advisory**](#_CAP_Student_Feedback) **before administering the CAP Student Feedback surveys.**

**S**ome educators may be interested in administering the CAP Student Feedback Survey online. The feedback that these surveys yield is aligned to the [Massachusetts Professional Standards for Teachers](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=08). The following steps will allow you to administer the CAP Student Feedback Surveys online without having to create your own forms.

1. Open [CAP Student Feedback Forms](http://www.doe.mass.edu/edprep/cap/handbook/feedbackforms.docx). Select the appropriate version of the survey (see the Student Feedback Survey Advisory for guidance on applicable surveys).
2. Click on the link to the Google Template.
3. Click “Use this template” in the top-right corner of the screen
4. If desired, change all “my teacher” to your name (e.g., “Ms. Smith”) throughout the form before sending to your students.
5. Click on “Send Form” on the top right part of the screen.
6. Email the “Link to Share” to your students.

**Notes/Considerations**

* Once you have completed this process, the form is saved in your own Google Drive as a “Copy of…” You can easily verify this by opening your Google Drive account and finding it in the list. Feel free to remove “copy of.”The surveys in Google Templates are the Massachusetts DESE CAP Student Feedback Surveys. If items are revised, the title should be changed.
* You will want to think through the logistics of multiple classes or groups of respondents. For example, do you want to create separate forms for each class or group? If so, consider editing the title of your survey to indicate the specific respondent group (e.g. “CAP Student Feedback Survey: Grades 3-5 Short Form (3rd grade).”
* **Survey responses will be sent directly (and only) to you.**
* Your survey data is easily accessible in the aggregate by clicking on “Responses/View Summary” or as a spreadsheet by clicking on “View Responses.”
* For more information on student feedback surveys for CAP, please refer to the Student Feedback Survey Advisory.

## Model Observation Protocol: Pre-Conference Planning Form

| **Observation Details** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: | |  | | | Time (start/end): | | |  | | |
| Content Topic/Lesson Objective: | | | |  | | | | | | |
| |  | | --- | | Whole Group | | |  | | --- | | Small Group | | |  | | --- | | One-on-One | | |  | | --- | | Other |

| **Element(s) to be Observed (circle)** | **Comments** |
| --- | --- |
| 1.A.1: Subject Matter Knowledge |  |
| 1.A.3: Well-Structured Units and Lessons |  |
| 1.B.2: Adjustments to Practice |  |
| 2.A.3: Meeting Diverse Needs |  |
| 2.B.1: Safe Learning Environment |  |
| 2.E.1: High Expectations |  |
| 4.A.1: Reflective Practice |  |

| **Refinement areas previously identified** |
| --- |
|  |

| **Questions to ask in pre-conference** |
| --- |
|  |

## Model Observation Protocol: Post-Conference Planning Form

| **Observation Details** | | | | |
| --- | --- | --- | --- | --- |
| Date: |  | | Time (start/end): |  |
| Content Topic/Lesson Objective: | |  | | |

| **Refinement Area #1** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Self-Reflection Question(s) to prompt candidate |  | | | |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |
| Potential Resources/Guided Practice/Training to support |  | | | |

| **Refinement Area #2** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Self-Reflection Question(s) to prompt candidate |  | | | |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |
| Potential Resources/Guided Practice/Training to support |  | | | |

| **Reinforcement Area #1** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |

| **Reinforcement Area #2** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |

| Upcoming Steps in the CAP Process |
| --- |
| * Type of Next Observation: * Focus of Next Observation: * Date/topic of next Three-Way Meeting: * Other: |

# Step 4: Formative Assessment

In Step 4: Formative Assessment, the Program Supervisor and Supervising Practitioner discuss evidence collected to date, determine formative assessment ratings on each element, and share these ratings with the Teacher Candidate during the second Three-Way Meeting. The triad revisits and adjusts the plan and/or professional practice goal as necessary.

| Step 4: Formative Assessment | |
| --- | --- |
| **WHAT** | 1. **Formative Assessment Calibration**: The Program Supervisor and the Supervising Practitioner discuss the evidence collected to date (including student feedback results, if available) and calibrate on formative ratings for each element, as well as the feedback to be provided to the Teacher Candidate.   Required Form: CAP Form (original)   1. **Three-Way Meeting #2**: During the second Three-Way Meeting, the Program Supervisor, Supervising Practitioner, and Teacher Candidate:    * Share formative ratings on the CAP Rubric and discus.    * Revisit candidate’s professional practice goal and plan; adjust accordingly (including potentially modifying the goal, increasing supports, adding additional observations, etc.).   Required Form: [Formative Assessment Form](#_Formative_Assessment_Form_1)  Recommended Form: Finalized Goal & Implementation Plan Form (from Step 2)  Recommended Form: [Three-Way Meeting Checklist](#_Three-Way_Meeting_Checklist_1) |
| **WHEN** | Half-way through practicum. After Announced Observation #2. |

## Overview: Step 4

It is vitally important that candidates receive consistent, timely, and actionable feedback throughout the practicum experience. The CAP’s inclusion of a formative assessment prior to the summative evaluation provides an opportunity for a thorough mid-point check on candidate progress toward readiness. During the Formative Assessment, the candidate sits down with the Supervising Practitioner and Program Supervisor to review evidence of the candidate’s practice as it relates to their performance on the CAP Rubric and progress toward his/her professional practice goal. If there are concerns, the Supervising Practitioner and Program Supervisor may decide what additional supports or interventions, such as additional observations, might be needed. Candidates in jeopardy of not meeting CAP expectations should be put on notice during the formative assessment and be provided strategies for improvement prior to the summative assessment.

The [Formative Assessment Form](#_Formative_Assessment_Form) should be completed by the Supervising Practitioner and Program Supervisor, both of whom should calibrate their ratings and feedback prior to providing formative ratings to the candidate.

The table below includes *required* forms and *recommended* resources to support Step 4 activities for the candidate, Supervising Practitioner and Program Supervisor.

**Step 4 Forms & Resources**

| Resource/Form | Required | Recommended | Intended Audience/User | | | Purpose/Intended use |
| --- | --- | --- | --- | --- | --- | --- |
| Teacher Candidate | Supervising Practitioner | Program Supervisor |
| CAP Form (original) | **X** |  |  | **X** | **X** | Document completion of Step 4: Formative Assessment |
| [Formative Assessment Form](#_Formative_Assessment_Form) | **X** |  |  | **X** | **X** | Assess, calibrate, and record ratings for each of the Seven Essential Elements at the formative stage of the practicum. |
| Finalized Goal & Implementation Plan Form (from Step 2) |  | **X** | **X** | **X** | **X** | Adjustments may be made to the goal and/or implementation plan based on Formative Assessment. |
| [Three-Way Meeting Checklist](#_Three-Way_Meeting_Checklist_1) (Meeting #2) |  | **X** |  | **X** | **X** | Resource for executing all relevant components of the second Three-Way Meeting. |

## Formative Assessment Form

| Name: |  | Date: |  |
| --- | --- | --- | --- |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I.A.1: Subject Matter Knowledge** | | | | |
| I-A-1.  Subject Matter Knowledge | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary. | Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. | Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others. |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

**Evidence** [insert evidence to support the ratings here]:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I.A.3: Well-Structured Units and Lessons** | | | | |
| I-A-3.  Well-Structured Units and Lessons | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills. | Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging. | Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula. | Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others. |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |
| **Evidence** [insert evidence to support the ratings here]: | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I.B.2: Adjustments to Practice** | | | | |
| I-B-2.  Adjustments to Practice | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Makes few adjustments to practice based on formal and informal assessments. | May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | 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 differentiated interventions and enhancements for students. | Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others. |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |
| **Evidence** [insert evidence to support the ratings here]: | | | | |
|  | | | | |

| **II.A.3: Meeting Diverse Needs** | | | | |
| --- | --- | --- | --- | --- |
| II-A-3.  Meeting Diverse Needs | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.. | Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners. | Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students’ learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others. |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |
| **Evidence** [insert evidence to support the ratings here]: | | | | |
|  | | | | |

| **II.B.1: Safe Learning Environment** | | | | |
| --- | --- | --- | --- | --- |
| II-B-1.  Safe Learning Environment | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | 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. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others. |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

**Evidence** [insert evidence to support the ratings here]:

| **II.E.1: High Expectations** | | | | |
| --- | --- | --- | --- | --- |
| II-E-1.  High Expectations | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material.. | Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability. | Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability. | Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others. |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |
| **Evidence** [insert evidence to support the ratings here]: | | | | |
|  | | | | |

| **IV.A.1: Reflective Practice** | | | | | |
| --- | --- | --- | --- | --- | --- |
| IV-A-1.  Reflective Practice | Unsatisfactory | Needs Improvement | Proficient | Exemplary | |
| Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve 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. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues’ insights gained to improve practice and student learning. | |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |
| **Evidence** [insert evidence to support the ratings here]: | | | | |
|  | | | | |

**Formative Assessment – Calibration**

|  |
| --- |
| **Summary of Ratings** |

| Element | Quality | Scope | Consistency |
| --- | --- | --- | --- |
| 1.A.1: Subject Matter Knowledge |  |  |  |
| 1.A.3: Well-Structured Units and Lessons |  |  |  |
| 1.B.2: Adjustments to Practice |  |  |  |
| 2.A.3: Meeting Diverse Needs |  |  |  |
| 2.B.1: Safe Learning Environment |  |  |  |
| 2.E.1: High Expectations |  |  |  |
| 4.A.1: Reflective Practice |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Reinforcement Area(s)** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| **Evidence-Based Feedback to Candidate** |  | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Refinement Area(s)** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| **Evidence-Based Feedback to Candidate** |  | | | |

## Three-Way Meeting Checklist

| **Three-Way Meeting #2** (*Occurs* *half-way through practicum, after Unannounced Observation #1 and Announced Observation #2).* | | | |
| --- | --- | --- | --- |
|  | **Before** | **During**  *30-45 min* | **After** |
| **TC** | * Administer Student Feedback Surveys 🡪 Share results with PS/SP | * Share formative ratings and discuss * Revisit candidate goals and implementation plan; adjust accordingly (including potentially modifying the goal, increasing supports, adding additional observations, etc.) * Sign-off at conclusion of meeting | * Share formative assessment and updated goals and plan with practicum seminar instructor |
| **SP and PS** | * Review all available evidence (including observations, student feedback, measures of student learning, self-reflection forms etc.). * Individually assess candidate performance using the CAP Rubric by completing the Formative Assessment * Calibrate formative assessment ratings | * Schedule/conduct additional observations * Act on commitments made in implementation plan |
| **Forms** | Required:   * *Formative Assessment Form* | Required:   * *CAP Form*   Recommended:   * *Finalized Goal(s) & Implementation Plan Form* | Recommended:   * *Finalized Goal(s) & Implementation Plan Form* |

**NOTES:**

# Step 5: Summative Assessment

Program Supervisors and Supervising Practitioners conduct a summative assessment with each candidate at the conclusion of CAP. Program Supervisors and Supervising Practitioners jointly determine the rating for each of the Seven Essential Elements based on their collective professional judgment and a thorough examination of evidence that demonstrates the candidate has met all readiness thresholds and is prepared to have positive impact on students.

| Step 5: Summative Assessment | |
| --- | --- |
| **WHAT** | 1. **Unannounced Obs. #2:** The Supervising Practitioner conducts Unannounced Observation #2, focusing on element 1.B.2 (Adjustments to Practice).   Required Form: [Observation Form](#_Appendix_E:__7)   1. **Unannounced Obs. #2 Post-Conference:** The Supervising Practitioner and the Teacher Candidate meet for a post-conference after Unannounced Observation #2. Program Supervisor is optional for post-conference and observation.   Recommended Form: [Post-Conference Planning Form](#_Model_Observation_Protocol:_6)   1. **Summative Assessment Calibration**: The Program Supervisor and the Supervising Practitioner discuss the entire body of evidence collected (including observations, results from student feedback, candidate artifacts and measures of student impact), calibrate on the assessment ratings for each element, and determine summative ratings on the CAP Rubric.   Required Form: [CAP Summative Assessment Form](#_Summative_Assessment_Form)   1. **Final Three-Way Meeting**: During the final Three-Way Meeting the Program Supervisor and the Supervising Practitioner:    * Share summative ratings on the CAP Rubric and discuss.    * Complete CAP Form with the candidate.   Required Form: [CAP Summative Assessment](#_Summative_Assessment_1)  Required Form: [CAP Form](#_Appendix_A:_Candidate_4) (original)  Recommended Form: [Three-Way Meeting Checklist](#_Appendix_I:__3) |
| **WHEN** | Unannounced Observation #2 takes place about two-thirds of the way through the practicum. The last  Three-Way Meeting should occur within the final two weeks of the practicum. |

## Overview: Step 5

During the last two weeks of a candidate’s practicum, the Supervising Practitioner conducts Unannounced Observation #2 and the post-conference, after which the Supervising Practitioner and Program Supervisor meet to discuss evidence from all five categories collected throughout the CAP 5 Step Cycle. Using their professional judgment, the two assessors calibrate and determine summative ratings for each element and hold the final Three-Way Meeting with the candidate to share and discuss the summative assessment. The role of evidence-based professional judgment is paramount in this process. More information on the importance of professional judgment in CAP is available in the [deep dive](#_Deep_Dive:_Professional) that follows.

**[Audio Deep Dive:](https://youtu.be/gizkvFUIbmY)**

**[Summative Ratings](https://youtu.be/gizkvFUIbmY)**



The table below includes all *required* and *recommended* forms to support Step 5 activities for the candidate, Supervising Practitioner and Program Supervisor when approaching and conducting the Summative Assessment.

**Step 5 Forms & Resources**

| Resource/Form | Required | Recommended | Intended Audience/User | | | Purpose/Intended use |
| --- | --- | --- | --- | --- | --- | --- |
| Teacher Candidate | Supervising Practitioner | Program Supervisor |
| [Observation Form](#Observation67) | **X** |  |  | **X** |  | Document evidence from Unannounced Obs. #2. |
| CAP Form (original) | **X** |  | **X** | **X** | **X** | Document completion of Step 5: Summative Assessment. |
| [Post-Conference Planning Form](#Postconference75) |  | **X** |  | **X** |  | Planning resource for Unannounced Obs. #1 post-conference, organizing evidence and identifying feedback on refinement and reinforcement areas. |
| [CAP Summative Assessment Form](#Summative68) | **X** |  |  | **X** | **X** | Assess, calibrate, and record ratings for each of the Seven Essential Elements at the summative stage CAP. |
| [Three-Way Meeting Checklist](#ThreeWay78) (Meeting #3) |  | **X** |  | **X** | **X** | Resource for executing all relevant components of the final Three-Way Meeting. |

### Deep Dive: Professional Judgment & Readiness Thresholds

The figure below illustrates the entire process by which Supervising Practitioners and Program Supervisors determine summative assessment ratings. Incorporating evidence from five distinct categories of evidence, they apply their professional judgment to an evaluation of the candidate’s practice within each of the Seven Essential Elements, assess whether the candidate has met the readiness thresholds under each element, and determine final summative assessment ratings.

| Diagram showing process of determining summative performance rating, from gathering evidence from all five categories of evidence, to using professional judgment to analyze evidence aligned to the CAP Rubric, to using professional jugment and readiness thresholds to determine summative ratings. |
| --- |

With its emphasis on professional judgment, the Massachusetts approach to educator evaluation and preparation assessment allows evaluators to be responsive to local context or individual needs, emphasize trends and patterns of practice rather than rely on individual data points, and better target feedback and resources to individual educators.

That said, a candidate must receive a minimum rating of Proficient in Quality and minimum ratings of Needs Improvement in Consistency and Scope for each element. A rating of Proficiency in Quality effectively serves as a gatekeeper for each element, ensuring that a candidate can demonstrate the fundamental skill, even if he/she still needs to improve the consistency of delivery, or the scope of impact. Candidates must meet these readiness thresholds for all Seven Essential Elements to pass CAP.

The [Summative Assessment Form](#Summative68) should be completed by the Supervising Practitioner and Program Supervisor, the two of whom should calibrate their ratings and feedback prior to providing summative ratings to the candidate.

This Summative Assessment Form is [required](#_CAP_Required_vs_14) and must be retained on file at the Sponsoring Organization.

## Observation Form

| **Name: Date:** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| Observation #: \_\_\_ | | | Type (Announced/Unannounced): | | |
| Observed By: | |  | | | |
| Focus Elements: | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment | | |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations | | |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice | | |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  | | | | |
| Date of Lesson: | |  | | Time (start/end): |  |
| Content Topic/Lesson Objective: | | | | | |
| | |  | | --- | | Whole Group | |  | | --- | | Small Group | |  | | --- | | One-on-One | |  | | --- | | Other | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | |
|  | | | | | |
| *Active Evidence Collection occurred during the observation and is synthesized and categorized below.* | | | | | |
|  | | | | | |
| **Element** | **Evidence** | | | | |
| 1.A.1 |  | | | | |
| 1.A.3 |  | | | | |
| 1.B.2 |  | | | | |
| 2.A.3 |  | | | | |
| 2.B.1 |  | | | | |
| 2.E.1 |  | | | | |
| 4.A.1 |  | | | | |

| **Focused Feedback** | |
| --- | --- |
| Reinforcement Area/Action:  *(strengths)* |  |
| Refinement Area/Action:  *(areas for improvement)* |  |

## Model Observation Protocol: Post-Conference Planning Form

| **Observation Details** | | | | |
| --- | --- | --- | --- | --- |
| Date: |  | | Time (start/end): |  |
| Content Topic/Lesson Objective: | |  | | |

| **Refinement Area #1** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Self-Reflection Question(s) to prompt candidate |  | | | |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |
| Potential Resources/Guided Practice/Training to support |  | | | |

| **Refinement Area #2** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Self-Reflection Question(s) to prompt candidate |  | | | |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |
| Potential Resources/Guided Practice/Training to support |  | | | |

| **Reinforcement Area #1** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |

| **Reinforcement Area #2** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |

| Upcoming Steps in the CAP Process |
| --- |
| * Type of Next Observation: * Focus of Next Observation: * Date/topic of next Three-Way Meeting: * Other: |

## Summative Assessment Form

| Name: |  | Date: |  |
| --- | --- | --- | --- |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I.A.1: Subject Matter Knowledge** | | | | |
| I-A-1.  Subject Matter Knowledge | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary. | Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. | Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. | Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others. |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |
| **Sources of Evidence for I.A.1: Subject Matter Knowledge:**   | **Observations** | | | | Measure of Student Learning | Student Feedback | Candidate Artifacts | Professional Practice Goal | | --- | --- | --- | --- | --- | --- | --- | --- | | #1 Announced | #1 Unannounced | #2 Announced | #2 Unannounced | | *Req.* | *Req.* |  |  | *Req.* |  |  |  | | | | | | |
| **Evidence** [insert evidence to support the ratings here]: | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I.A.3: Well-Structured Units and Lessons** | | | | |
| I-A-3.  Well-Structured Units and Lessons | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills. | Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging. | Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula. | Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others. |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |
| **Sources of Evidence for I.A.3: Well-Structured Units and Lessons:**   | **Observations** | | | | Measure of Student Learning | Student Feedback | Candidate Artifacts | Professional Practice Goal | | --- | --- | --- | --- | --- | --- | --- | --- | | #1 Announced | #1 Unannounced | #2 Announced | #2 Unannounced | | *Req.* | *Req.* |  |  | *Req.* |  |  |  | | | | | |
| **Evidence** [insert evidence to support the ratings here]: | | | | |
|  | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I.B.2: Adjustment to Practice** | | | | |
| I-B-2.  Adjustments to Practice | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Makes few adjustments to practice based on formal and informal assessments. | May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | 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 differentiated interventions and enhancements for students. | Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others. |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |
| **Sources of Evidence for I.B.2: Adjustment to Practice:**   | **Observations** | | | | Measure of Student Learning | Student Feedback | Candidate Artifacts | Professional Practice Goal | | --- | --- | --- | --- | --- | --- | --- | --- | | #1 Announced | #1 Unannounced | #2 Announced | #2 Unannounced | |  |  | *Req.* | *Req.* | *Req.* |  |  |  | | | | | |
| **Evidence** [insert evidence to support the ratings here]: | | | | |

| **II.A.3: Meeting Diverse Needs** | | | | |
| --- | --- | --- | --- | --- |
| II-A-3.  Meeting Diverse Needs | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences. | Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners. | Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students’ learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others. |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Sources of Evidence for II.A.3: Meeting Diverse Needs:**   | **Observations** | | | | Measure of Student Learning | Student Feedback | Candidate Artifacts | Professional Practice Goal | | --- | --- | --- | --- | --- | --- | --- | --- | | #1 Announced | #1 Unannounced | #2 Announced | #2 Unannounced | |  |  | *Req.* |  | *Req.* |  |  |  | | | | | | |
| **Evidence** [insert evidence to support the ratings here]: | | | | |
|  | | | | |

| **II.B.1: Safe Learning Environment** | | | | |
| --- | --- | --- | --- | --- |
| II-B-1.  Safe Learning Environment | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | 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. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others. |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |
| **Sources of Evidence for II.B.1: Safe Learning Environment:**   | **Observations** | | | | Measure of Student Learning | Student Feedback | Candidate Artifacts | Professional Practice Goal | | --- | --- | --- | --- | --- | --- | --- | --- | | #1 Announced | #1 Unannounced | #2 Announced | #2 Unannounced | |  | *Req.* |  |  |  | *Req.* |  |  | | | | | |
| **Evidence** [insert evidence to support the ratings here]: | | | | | |
|  | | | | | |

| **II.E.1: High Expectations** | | | | |
| --- | --- | --- | --- | --- |
| II-E-1.  High Expectations | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material. | Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability. | Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability. | Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others. |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |
| **Sources of Evidence for II.E.1: High Expectations:**   | **Observations** | | | | Measure of Student Learning | Student Feedback | Candidate Artifacts | Professional Practice Goal | | --- | --- | --- | --- | --- | --- | --- | --- | | #1 Announced | #1 Unannounced | #2 Announced | #2 Unannounced | | *Req.* |  |  |  |  | *Req.* |  |  | | | | | |
| **Evidence** [insert evidence to support the ratings here]: | | | | |
|  | | | | |

| **IV.A.1: Reflective Practice** | | | | | |
| --- | --- | --- | --- | --- | --- |
| IV-A-1.  Reflective Practice | Unsatisfactory | Needs Improvement | Proficient | Exemplary | |
| Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve 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. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues’ insights gained to improve practice and student learning. | |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |
| **Sources of Evidence for IV.A.1: Reflective Practice:**   | **Observations** | | | | Measure of Student Learning | Student Feedback | Candidate Artifacts | Professional Practice Goal | | --- | --- | --- | --- | --- | --- | --- | --- | | #1 Announced | #1 Unannounced | #2 Announced | #2 Unannounced | |  |  |  |  | *Req.* | *Req.* | *Req.* | *Req.* | | | | | |
| **Evidence** [insert evidence to support the ratings here]: | | | | |
|  | | | | |

**Summative Assessment – Calibration**

|  |
| --- |
| **Summary of Ratings** |

| Element | Quality | Scope | Consistency | Readiness Thresholds Met? (Y/N) |
| --- | --- | --- | --- | --- |
| 1.A.1: Subject Matter Knowledge |  |  |  |  |
| 1.A.3: Well-Structured Units and Lessons |  |  |  |  |
| 1.B.2: Adjustment to Practice |  |  |  |  |
| 2.A.3: Meeting Diverse Needs |  |  |  |  |
| 2.B.1: Safe Learning Environment |  |  |  |  |
| 2.E.1: High Expectations |  |  |  |  |
| 4.A.1: Reflective Practice |  |  |  |  |

|  |  |
| --- | --- |
|  | |
| **Evidence-Based Feedback to Candidate** |  |
| **Recommended Focus for Future Professional Practice Goal** |  |

## Three-Way Meeting Checklist

| **Three-Way Meeting #3** *(Occurs in final two weeks of practicum, after Unannounced Observation #2).* | | | |
| --- | --- | --- | --- |
|  | **Before** | **During**  *30-45 min* | **After** |
| **TC** | * Share evidence of performance including, but not limited to: candidate artifacts, measures of student learning, student feedback | * Share summative assessment ratings and discuss * Sign-off at conclusion of meeting | * Draft a professional practice goal to use during first (or next) year of employment |
| **SP and PS** | * Review all available evidence * Individually assess candidate performance using the CAP Rubric by completing the Summative Assessment * Calibrate summative assessment ratings | * Ensure all documents are retained in candidate files * Submit summative assessment data |
| **Forms** | Required:   * *Summative Assessment Form* | Required:   * *CAP Form* * *Summative Assessment Form* |  |

**NOTES:**

# Post-Cycle

The Post-Cycle activity is designed to solidify the relationship between the candidate’s preparation experience and employment. The Teacher Candidate establishes a professional practice goal based on the results of the summative assessment.

| Post-Cycle | |  |
| --- | --- | --- |
| WHAT | * **Develop Professional Practice Goal:** The Teacher Candidate establishes a preliminary professional practice goal based on the results of the summative assessment from CAP to support the transition into his/her first year of employment.   Recommended Form: [Preliminary Goal Setting & Plan Development Form](#Preliminary)  Recommended Form: [MA Model Teacher Rubric](http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf) | |
| WHEN | After the Summative Assessment. | |

## Overview: Post-Cycle

Following the CAP’s summative assessment, passing candidates use the feedback received to develop a draft of a professional practice goal for their first year of teaching. Since this assessment is firmly aligned to the Educator Evaluation Framework, candidates placed in Massachusetts districts will enter with a high degree of familiarity and comfort with the 5-Step Cycle and be prepared with a draft professional practice goal informed by the authentic evaluation experience provided by the CAP.

## Preliminary Goal-Setting & Plan Development Form (Post-Cycle)

This form is [optional](#_CAP_Required_vs_3); Sponsoring Organizations and assessors may adopt or adapt.

| Name: |  | Date: |  |
| --- | --- | --- | --- |

| Prompt: Identify/Clarify a **Focus or Goal Topic** (*Essential Element, See Self-Assessment Form)* |
| --- |
|  |
| *Strategic*Prompt: **Why** is this topic/focus area important? |
|  |

Crafting a S.M.A.R.T. Goal

Candidates are required to develop a professional practice goal that is specific, actionable, and measurable. In addition, this goal must be accompanied by an action plan with benchmarks to assess progress. The S.M.A.R.T. goals framework is a useful tool that candidates and supervisors can use to craft an effective goal and action plan. The key characteristics of S.M.A.R.T. goals are as follows:

**S = Specific and Strategic –** Goals should be specific so that at the end of the practicum, candidates and supervisors can determine whether the goal has been achieved. Goals should also be strategic, i.e., serve an important purpose for students, the school, and/or the district.

**M = Measurable –** Goals should be measurable so that progress toward a goal can be evaluated and managed.

**A = Action Oriented –** Goals have active, not passive verbs. The action steps attached to the goals indicate who is doing what.

**R = Rigorous, Realistic, and Results Focused (the 3 Rs) –** Goals should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the candidate toward improvement, but it should not be out of reach.

**T = Timed and Tracked –** A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help candidates know whether they are on track to achieve the goal, and give candidates information they need to make midcourse corrections.

| **Draft Professional Practice Goal:** |  | |
| --- | --- | --- |
| What actions will you take to achieve the goal? | | What actions/supports/resources will you need from your evaluator? |
|  | |  |

| **S.M.A.R.T. Analysis**  *Use the following table to evaluate whether your goal is S.M.A.R.T. (and make any necessary adjustments to your draft goal statement).* | | |
| --- | --- | --- |
| **S** | Is the goal specific and strategic?  *What specific skills, knowledge, or practice will I acquire or develop through achieving this goal? Does is serve an important purpose for my students?* |  |
| **M** | Is it measurable?  *How will I track progress and evaluate success?* |  |
| **A** | Is it action-oriented?  *How will I demonstrate progress toward this goal? (Include potential sources of evidence demonstrating goal progress)* |  |
| **R** | Does it have the 3 R’s?  *Is this goal both realistic and ambitious?* |  |
| **T** | Is it timed?  *When will I achieve this goal?* |  |

# Suggested Resources

The following resources are intended to support effective implementation of the Candidate Assessment of Performance by a Sponsoring Organization.

* [**Model Observation Protocol**](#_ESE_Model_Observation_3)

The Model Observation Protocol is provided as a resource and suggested framework for conducting CAP’s announced and unannounced observations. Sponsoring Organizations may adopt or adapt the model protocol to meet their needs, or use their own protocol for observation that best suits their organization.

Included in the Model Observation Protocol are the following recommended forms:

* + Pre-Conference Planning Form
  + Candidate Self-Reflection Form
  + Post-Conference Planning Form

[Additional training workshops on Conducting Observations and Providing Meaningful Feedback](http://www.doe.mass.edu/edprep/cap/resources.html).

* [**Sample Implementation Timelines**](#_CAP_5-Step_Cycle:)

CAP is designed to be completed during practicums of any length. The following 12-week and 9-month sample timelines demonstrate what CAP implementation looks like in the most common types of practicums. A sample template is also provided for Sponsoring Organizations to schedule CAP activities in practicums of varying durations.

* [**Additional Training & Implementation Support Resources**](#_Additional_Training_&)

## DESE Model Observation Protocol: Candidate Assessment of Performance (CAP)

The Model Observation Protocol is provided as a resource and suggested framework for the pre-observation, observation, and post-observation process. Sponsoring Organizations may choose to adopt or adapt the model protocol to meet their needs, or use their own protocol that best suits their organization.

The Model Observation Protocol guides Supervising Practitioners and Program Supervisors through each step of the observation and feedback cycle, including:

| Before the Observation | During the Observation | After the Observation |
| --- | --- | --- |
| * + [Preparing for the pre-conference](#prep_preconf)   + [Conducting the pre-conference](#cond_preconf) | * + [Actively collecting evidence](#activelycollectingevid) | * + [Analyzing the evidence](#analyzingevidence)   + [Identifying areas for reinforcement/refinement](#id_reinf_refine)   + [Preparing for the post-conference](#prep_postconf)   + [Conducting the post-conference](#cond_postconf) |

Implementation of each step will vary depending on the type of observation (announced vs. unannounced) and whether one or both supervisors are participating. The supervisor will use this protocol or another provided protocol, the CAP Rubric, and the CAP Observation Form to successfully complete each observation.

### **Before the Observation**

Before each announced observation, the candidate and supervisor(s) meet for a pre-conference. The pre-conference is an important opportunity to build rapport with the Teacher Candidate, establish a coaching relationship, and begin to collect evidence for the upcoming observation.

**Preparing for the Pre-Conference**

Begin by gathering and reviewing evidence, including:

* Lesson plan
* Lesson materials (e.g., assessment, handouts, etc.)
* Prior observations and feedback provided to candidate

Review the lesson plan and associated materials for evidence of the focus elements and generate a set of questions to guide the pre-conference. The [Pre-Conference Planning Form](http://www.doe.mass.edu/edprep/cap/handbook/pre-conferenceform.docx) can support this planning. If the observation is being conducted jointly between the Program Supervisor and Supervising Practitioner, the preparation should also be coordinated to ensure that the two observers have a unified focus and set of expectations for the observation.

The supervisor should prepare questions that are likely to:

1. Generate evidence relative to the focus element(s);
2. Clarify aspects of the planned lesson based on a review of the lesson plan and materials;
3. Prompt the candidate to reflect on and refine the planned lesson; and
4. Confirm focus areas for the observation based on candidate goals and areas for growth

| Sample Pre-Conference Questions |
| --- |
| I.A.1 Subject Matter Knowledge   * Which subject-specific knowledge, skills, and vocabulary will students acquire or apply during the lesson? * How does your lesson align with the content and practices of the Curriculum Framework? * How will you help your students make connections between this lesson, their prior learning, and their long-term learning goals? |
| I.A.3 Well-Structured Units and Lessons   * What do you expect students to know and be able to do by the end of the lesson? * Tell me about how you have structured the lesson in order to meet your objective(s). * What strategies will you use to engage students in the lesson? * How do you know that your lesson is appropriately challenging for your students? |
| I.B.2 Adjustments to Practice   * How will you check for student understanding throughout the lesson? What adjustments can you make based on those checks for understanding? * What student misunderstandings do you anticipate and how can you prepare to mitigate them? * How will you assess student learning at the end of the lesson? How will you use that assessment data to inform your next steps? |
| II.A.3 Meeting Diverse Needs   * How will you ensure that all students have the background information, skills, or knowledge they need to be ready to master this objective? * What inclusive practices have you integrated into your lesson to accommodate diverse learning needs, abilities, interests, and levels of readiness and ensure that all students are able to access challenging material? |
| II.B.1 Safe Learning Environment   * Tell me about the routines and procedures that you will use during this lesson. * How will you respond to or prevent any student behaviors that could interfere with learning? * What should I look for as evidence of a safe learning environment? |
| II.E.1 High Expectations   * What are some ways that you will be reinforcing a growth mindset for your students? * What should I look for as evidence of high expectations in your classroom? |
| IV.A.1 Reflective Practice   * Tell me about any challenges or specific areas of the rubric that you are currently working to strengthen. * In addition to the focus elements, are there other areas of your practice on which you would like me to provide feedback? |

**Conducting the Pre-conference**

Ideally, the pre-conference occurs one to two days prior to the observation and lasts between 15-20 minutes. A pre-conference should include the following: an introduction, a discussion based on the review of lesson materials, and a summary of next steps.

**Pre-conference Introduction** (2 min)

The introduction helps to set the tone and purpose of the pre-conference. While it may appear overly formal it can be valuable in establishing routines that help to keep the conversation focused and brief. Below is an example of one approach to the introduction of a pre-conference:

* Greeting: *“Thanks for taking the time to meet with me. I’m really looking forward to coming into your class on \_\_\_\_\_\_\_\_\_”*
* Time: “*This discussion should take us about 20 minutes”*
* Set Purpose: *“The purpose of our conversation is for you to help me to know what I can expect to see happen during the observation and for you to know what things I am specifically looking for.”*

**Discussion of the Lesson** (15 min)

Following the brief introduction, the supervisor should transition quickly into a discussion of the candidate’s goals and plans for the lesson being observed. It is most productive when the supervisor has reviewed the lesson plan prior to this conversation and can ask specific, probing questions about the lesson and expected student learning. The candidate should do the majority of the talking during this portion of the pre-conference. The supervisors should be capturing notes on the conversation. Below is an example of one approach to the discussion:

* Reference review of materials: “*I reviewed the materials you sent me in advance and think I have a clear sense of the lesson but was hoping you could elaborate on a few points to be sure I understand your plan.”*
* Ask questions: See pre-conference preparation section for examples.

**Pre-conference Closure** (3 min)

Supervisors should leave time at the end of the conference to summarize any takeaways from the conversation as well as align expectations for the upcoming observation. Below is an example of one approach to pre-conference closure:

* Revisit prior feedback: *“After our second observation, we agreed that you would work to [fill in] so I will be looking for evidence of that in the upcoming observation.”*
* Review the focus elements: *“Also, because this is the third observation, I will also be collecting evidence specifically for element 1.B.2, which means that I will be looking for ways that you are assessing student learning throughout and at the end of the lesson and making adjustments to your practice based on that information.”*
* Summarize takeaways from the conversation: *“Based on what you shared with me during our conversation, it sounds like you are also looking for feedback on your transitions so I will be sure to make note of those as well.”*

### **During the Observation**

**Actively Collecting Evidence**

The primary goal of the supervisor during the observation is to actively collect evidence. Active evidence collection should capture both teacher and student behavior/actions. The supervisor does not include make judgments or inferences during the observation; this occurs after when the supervisor is analyzing and synthesizing the evidence. Instead, the evidence should reflect exactly what happens in the classroom, including both summary statements and direct quotes.

There are various tools supervisors may use to collect evidence during the lesson. This could include scripting, videotaping, audio-recording, or using other commercially available applications that aid in observing specific classroom interactions.

The CAP Observation Form is not designed to be the tool used to collect evidence during the observation. Instead, it is designed to share with the candidate the most relevant and salient examples of evidence related to the focus element(s) (see Analyzing and Categorizing Evidence). The full body of evidence collected during the observation is used to aid the supervisor in identifying trends and selecting illustrative examples of aspects of performance. It is not designed to be shared directly with the candidate nor is it collected by DESE. Individual providers may, however, decide to collect this information from supervisors for training or documentation purposes.

### **After the Observation**

After an observation, supervisors review evidence collected, begin to analyze it as a measure of candidate performance and then strategically plan for a post-conference in which candidates are provided with targeted feedback.

Sponsoring Organizations may also consider having the candidate submit a written reflection to the supervisor(s) prior to the post-conference. See the [Candidate Self-Reflection Form](http://www.doe.mass.edu/edprep/cap/handbook/candidate-self-reflectionform.docx). If adding this step, supervisors should plan to complete their analysis prior to reviewing the candidate self-reflection.

**Analyzing & Categorizing the Evidence**

Following the observation, the supervisors should review the evidence collected during the lesson and begin to organize it by element to fill in the evidence chart on the [CAP Observation Form](http://www.doe.mass.edu/edprep/cap/handbook/observationform.docx). When categorizing evidence, supervisors should consider the following:

| Considerations for Categorizing Evidence |
| --- |
| * Not every piece of evidence from the observation needs to be sorted into the evidence table in the CAP Observation Form. * It is recommended that you consult the CAP Rubric when categorizing evidence, but evidentiary statements should not simply reiterate or restate the performance descriptors; the evidentiary statement should explain what happened in the observation that shows/does not show that a skill has been demonstrated. * Evidence may demonstrate that one or more of the dimensions (Quality, Consistency, Scope) of an element are being met OR that performance is not yet at the expected threshold. Supervisors might consider “tagging” evidence that gets included in the Observation Forms by dimension (Quality, Scope, Consistency) so that it can easily be referred to when making summative judgments. |

For observations that are conducted jointly, the Program Supervisor and Supervising Practitioner should calibrate on the categorization of evidence on the CAP Observation Form as well as the identification of areas for reinforcement and refinement. This must be done prior to meeting with the candidate to ensure that the candidate receives consistent, calibrated feedback about their performance.

**Identifying Reinforcement and Refinement Areas**

Supervisors are asked to identify areas of strength and areas for improvement for the candidate. This does not preclude the candidate from self-identifying areas as well. Areas of reinforcement and refinement should be tied directly to the elements of the CAP rubric.

* **Reinforcement (Strengths):** The area(s) of reinforcement should identify the candidate’s instructional strength(s) in a way that encourages the continuation of effective practices in the future. The area(s) of reinforcement should be deep rooted in evidence that demonstrates successful positive impact on student learning.
* **Refinement (Areas for Improvement):** The area(s) of refinement should identify the area(s) in need of instructional improvement, as well as specific supports you are prepared to provide.

In reflecting on the analysis of the evidence, supervisors should select one to two (but no more than three) reinforcement and refinement areas. Supervisors are encouraged to select the reinforcement and refinement areas that are most likely to improve candidate practice and have a positive impact on student learning.

The refinement and reinforcement areas can focus on the Quality, Consistency or Scope dimension of an element. However, supervisors should not set refinement or reinforcement goals around Consistency or Scope until the candidate has successfully met the Quality threshold.

Once you have identified the areas of refinement/reinforcement fill them in at the bottom of the CAP Observation Form.

| Considerations for Identifying Reinforcement and Refinement Areas |
| --- |
| * Choose reinforcement and refinement areas for which you have sufficient and specific evidence from the lesson. * Prioritize based on which areas have the greatest potential impact on student achievement and on other areas of the CAP rubric. * Make sure that the reinforcement is not directly related to the refinement. It is important that candidates see their area of strength as separate from their area needing improvement. * Select refinement topics around which you are prepared to provide specific support. There is nothing worse than telling a teacher they need to alter their practice and then not being able to provide specific examples for how this can be done. * Understand the candidate’s capacity when identifying an area of refinement. Where does the candidate have the most potential for growth? * Reinforcements should be only to strengthen the candidate’s performance. Do not hedge this part of the post-conference with qualifying statements such as “it could have been even better if,” or “next time you could also do…” Teachers need to hear what they are effective at, and have it be left at that. * When developing the post-conference plan, consider identifying the area of refinement first. This will ensure that the reinforcement and refinement do not overlap. |

**Preparing for the Post-Conference**

The primary purpose of the post-conference is to provide candidates with feedback about their performance during the observation.

To prepare for the post-conference, supervisors will gather and review available evidence, including:

* Lesson Plan & Pre-Conference Planning Form
* Notes from Pre-Conference
* Observation Form that contains categorized evidence
* Candidate Self-Reflection Form (if required)
* Evidence of student learning (e.g. assessment data, exit tickets, student work)

Supervisors can use the [Post-Conference Planning Form](http://www.doe.mass.edu/edprep/cap/handbook/post-conferenceform.docx) to organize their feedback on reinforcement and refinement areas, prepare guiding questions, and plan for targeted supports for the candidate.

**Conducting the Post-Conference**

Ideally, the post-conference occurs one to two days after the observation and lasts between 20-30 minutes. Post-conferences should not occur immediately after the lesson as this does not allow for sufficient time for the supervisors to synthesize and calibrate on evidence and feedback or for the candidate to adequately reflect.

A post-conference should include the following: an introduction, a discussion of reinforcement and refinement areas, and a summary of next steps.

**Post-conference Introduction** (5 min)

The introduction helps to set the tone and purpose of the post-conference. While it may appear overly formal it can be valuable in establishing routines that help to keep the conversation focused and brief. Below is an example of one approach to the introduction of a post-conference:

* Greeting: *“Thanks for taking the time to meet with me. I’m really looking forward to our discussion on the lesson I was able to see in action.”*
* Time: “*This discussion should take us about 30 minutes”*
* Set Purpose: *“The purpose of our conversation is for us to identify both strengths and areas of improvement in your practice”*
* Probe for self-reflection: *“What are your thoughts about how the students responded to the lesson?”* OR if the candidate already completed the self-reflection form, “*I saw from your reflection that…”*

**Discussion of Reinforcement/Refinement Areas** (20 min)

The discussion about strengths and areas for improvement should begin with outlining the areas of reinforcement and then transition to the areas of refinement. The supervisor should provide specific examples from the observation as evidence of the area of refinement or reinforcement. Below is an example of one approach to the discussion:

* Share areas of Reinforcement:
  + Provide evidence from observation: “*There were several instances throughout the lesson where you asked a variety of questions to check for student understanding. For example, after showing the pictograph you…”*
  + State impact on students: *“In doing so, students were required to justify their thinking and it allowed you to quickly identify misconceptions in students understanding.”*
  + Provide recommended action: “*Continue to…”*
* Share areas of Refinement:
  + Ask self-reflection question: Ask a specific question to prompt the teacher to talk about what you want him or her to improve. Utilize a question that includes specific language from the rubric, which can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson. Example: “*When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?”*
  + Share evidence from observation: “*You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson. According to the observation log, the first 6 minutes was spent organizing materials and transiting students; the next 23 minutes was spent with you modeling the objective at the board with some questions and answer time built in.”*
  + Provide concrete suggestions for how to improve: “*As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to your providing the answer, then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. Students who may not have required this review could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons.”*
  + Provide recommended action: “*Moving forward…*”
  + Share resource/support: *“As you work to further refine this skill, I think it might be helpful if you go and observe Mrs. Blank in 3rd grade who is highly-skilled in this area. I’ve already spoken with her and she has agreed to an observation and debrief next week.”*

**Post-conference Closure** (5 min)

Supervisors should leave time at the end of the conference to summarize any takeaways from the conversation. Below is an example of one approach to post-conference closure:

* Share Observation Form: *“I’ve categorized the evidence from the observation as well as recorded the reinforcement and refinement areas and actions here…”*
* Leave time for questions: *“Do you have any other questions?”*
* Confirm next steps in process: “The next formal observation will be unannounced and conducted by your Supervising Practitioner. Because it is the second observation she will be focusing evidence collection on the refinement areas we discussed today as well as essential elements 1.A.3 and 2.B.1.”

#### Model Observation Protocol: Pre-Conference Planning Form

| **Observation Details** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: | |  | | | Time (start/end): | | |  | | |
| Content Topic/Lesson Objective: | | | |  | | | | | | |
| |  | | --- | | Whole Group | | |  | | --- | | Small Group | | |  | | --- | | One-on-One | | |  | | --- | | Other |

| **Element(s) to be Observed (circle)** | **Comments** |
| --- | --- |
| 1.A.1: Subject Matter Knowledge |  |
| 1.A.3: Well-Structured Units and Lessons |  |
| 1.B.2: Adjustments to Practice |  |
| 2.A.3: Meeting Diverse Needs |  |
| 2.B.1: Safe Learning Environment |  |
| 2.E.1: High Expectations |  |
| 4.A.1: Reflective Practice |  |

| **Refinement areas previously identified** |
| --- |
|  |

| **Questions to ask in pre-conference** |
| --- |
|  |

#### Model Observation Protocol: Candidate Self-Reflection Form

Directions: Following an announced or an unannounced observation, please use the form below to reflect on the lesson. Submit the form to your Supervising Practitioner/Program Supervisor within 24 hours of the observation.

| **Observation Details** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date: | |  | | | Time (start/end): | | |  | | |
| Content Topic/  Lesson Objective: | | |  | | | | | | | |
| Type of Observation: | | | | | | Observed by: | | | | |
| |  | | --- | | Announced | | |  | | --- | | Unannounced | | |  | | --- | | Supervising Practitioner | | |  | | --- | | Program Supervisor |

| **Reflection Prompt***: What do you think went particularly well? How did this strength impact your students’ learning?* |
| --- |
|  |

| **Reflection Prompt**: *If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students’ learning?* |
| --- |
|  |

| **Essential Element** | **Evidence:** Where possible, provide one piece of evidence that you believe demonstrates your performance relative to the Quality, Consistency or Scope of each element. |
| --- | --- |
| 1.A.1: Subject Matter Knowledge |  |
| 1.A.3: Well-Structured Units and Lessons |  |
| 1.B.2: Adjustments to Practice |  |
| 2.A.3: Meeting Diverse Needs |  |
| 2.B.1: Safe Learning Environment |  |
| 2.E.1: High Expectations |  |

#### Model Observation Protocol: Post-Conference Planning Form

| **Observation Details** | | | | |
| --- | --- | --- | --- | --- |
| Date: |  | | Time (start/end): |  |
| Content Topic/Lesson Objective: | |  | | |

| **Refinement Area #1** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Self-Reflection Question(s) to prompt candidate |  | | | |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |
| Potential Resources/Guided Practice/Training to support |  | | | |

| **Refinement Area #2** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Self-Reflection Question(s) to prompt candidate |  | | | |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |
| Potential Resources/Guided Practice/Training to support |  | | | |

| **Reinforcement Area #1** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |

| **Reinforcement Area #2** | |  | | --- | | 1.A.1: Subject Matter Knowledge | |  | | --- | | 2.B.1: Safe Learning Environment |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | 1.A.3: Well-Structured Units and Lessons | |  | | --- | | 2.E.1: High Expectations |
| |  | | --- | | 1.B.2: Adjustments to Practice | |  | | --- | | 4.A.1: Reflective Practice |
| |  | | --- | | 2.A.3: Meeting Diverse Needs |  |  |
| Evidence from Observation |  | | | |
| Recommended Action |  | | | |

| Upcoming Steps in the CAP Process |
| --- |
| * Type of Next Observation: * Focus of Next Observation: * Date/topic of next Three-Way Meeting: * Other: |

## CAP 5-Step Cycle: Scheduling

DESE recognizes that the length of practicum experiences can vary widely according to the educator preparation programs in which Teacher Candidates are enrolled. Because of these variances, a prescriptive timeline for completing CAP cannot be strictly defined. Each step should be scheduled in relation to the context of the length of the practicum. SOs should modify this schedule accordingly.

When planning and scheduling, it is recommended that pre-conferences prior to Announced Observations take place within one week of the observation, and that post-conferences for all observations happen within two to five days following observations. This suggestion is to encourage assessors to reflect upon the observed lesson, in order to provide targeted, actionable, useful feedback to candidates.

The following examples provide sample schedules for completing CAP within:

* + A 12-week practicum, and
  + A 9-month practicum.

There is also a blank template to support more customized schedules based on alternative practicum lengths.

***SAMPLE 12-WEEK SCHEDULE***

***SAMPLE 9-MONTH SCHEDULE***

***SAMPLE TEMPLATE***

## Additional Training & Implementation Support Resources

The following additional resources are available [online](http://www.doe.mass.edu/edprep/cap/resources.html).

**CAP Overview Webinar PowerPoint**

**CAP Overview Webinar Video**

* The goals of CAP
* The Essential Elements
* The 5-Step Cycle
* Collecting Evidence
* The CAP Rubric

**Workshop: Using the Rubric**

This workshop is intended to help organizations build supervisor capacity for delivering high-quality, targeted, and actionable feedback that is grounded in effectively applying the rubric to the evidence collected throughout a practicum. The workshop also contains activities designed to help support calibration conversations among supervisors. Materials include a PowerPoint, Facilitator’s Guide, and Handouts Packet.

**Workshop: Conducting Observations and Providing Meaningful Feedback**

This workshop is intended to help organizations build supervisor capacity for delivering high-quality, targeted, and actionable feedback that is grounded in evidence collected during observations and aligned to the CAP elements. The workshop also contains activities designed to help support calibration conversations among supervisors. Materials include a PowerPoint, Facilitator’s Guide, and Handouts Packet.

Continue to visit our [CAP Resources page](http://www.doe.mass.edu/edprep/cap/resources.html) for updated resources and training materials.

1. Accessible/fillable forms are available on the [CAP Guidelines webpage](https://www.doe.mass.edu/edprep/cap/guidelines.html). [↑](#footnote-ref-1)
2. Feedback from the 2015-16 pilot implementation year, including the [CAP Fall Pilot Feedback Summary and a culminating summary report](http://www.doe.mass.edu/edprep/cap/resources.html). [↑](#footnote-ref-2)
3. Unlike in the Educator Evaluation Framework, candidates are not required to develop a student learning goal while engaging in CAP. The Supervising Practitioner will identify a measure of student learning for candidate use as another piece of evidence. [↑](#footnote-ref-3)
4. Links to cited research can be found at: <http://www.doe.mass.edu/edeval/feedback/?section=additionresearch#additionresearch> [↑](#footnote-ref-4)
5. The DESE model surveys are valid measures of teacher practice. Full details about the validity and reliability of the surveys can be found in the ESE Model Student Feedback Survey: Technical Report. It is important to note, however, that the validation study did not examine the performance of items in measuring Teacher Candidate performance. DESE will continue to engage in research to better understand the use of these surveys in this modified form. [↑](#footnote-ref-5)