

CAP Online Platform Updates

Agenda

- 2024 CAP Guidelines refresher
- Walkthrough updates to the platform
- Available resources
- Questions

2024 CAP Guidel

Abbreviations

Candidate Assessment of Performance (CAP)

Sponsoring organization (SO)

CAP Manager (CM)

Program supervisor (PS)

Supervising practitioner (SP)

Teacher candidate (TC)

2024 CAP Guidelines – Key Changes



Guidelines for the Candidate Assessment of Performance

June 2024

Massachusetts Department of Elementary and Secondary Education
135 Santilli Highway, Everett, MA 02149
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

Updated Essential Elements

- Aligned with the updated Standards for Effective Teaching Practice

Revised expectations for evidence collection

- Each category of evidence must be used at least once
- Each Essential Element must be demonstrated by at least two categories
- Observations must be one of two categories for I-A-1, II-A-1, and II-B-2

Confirmation of supervising practitioner qualifications

- SOs must verify whether SPs meet DESE's expectations
- If not, SOs must attest that attempts were made to find a qualified SP and that additional supports will be provided to the candidate

Updates to the CAP Online Platform

What updates were made?

1

Alignment to the 2024 CAP Guidelines

2

Improvements to functionality based on user feedback

CAP Manager Role

Sponsoring organizations may now have up to three CAP managers

- SOs with a Directory Administrator may add this permission independently, others can send a request to EducatorPreparation@mass.gov
- There should only be multiple CMs in cases where candidate numbers or program structures make it difficult for one person to manage all cycles
- Each CM should own a subset of cycles from start to finish rather than portions of the same cycles to ensure work is not overwritten

Essential Elements

Essential Element numbers, names, and proficiency descriptors updated across all forms.

- I-A-1 Subject Matter Knowledge
- I-C-2 Adjustments to Practice
- II-A-1 High Expectations and Support
- II-A-3 Inclusive Instruction
- II-B-2 Safe Learning Environment
- III-C-1 Collaboration on Student Learning and Well-Being
- IV-A-1 Reflective Practice

Start Cycle – SP Qualifications

The CM or PS will verify whether the SP meets each of DESE’s expectations for the role. This section will only be visible to the CM and PS. The SP and candidate will not see it.

The Supervising Practitioner:	
Has received a summative evaluation rating of proficient or higher in their most recent evaluation.	<input type="radio"/> Yes <input type="radio"/> No
Models evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices.	<input type="radio"/> Yes <input type="radio"/> No
Effectively and equitably supports candidates from all races, ethnicities, identity groups, and backgrounds.	<input type="radio"/> Yes <input type="radio"/> No
Commits to meeting the program’s expectations of the role list of SP qualifications and box for SO to sign.	<input type="radio"/> Yes <input type="radio"/> No

If “no” is selected for one or more expectation, a set of attestations will appear.

If no to any of the above:	
The program attests it made attempts to find a supervising practitioner who fulfills all requirements of the role and was unable to do so.	<input type="radio"/> Yes <input type="radio"/> No
The program commits to directly supporting the candidate with additional resources or guidance to address the gap(s)	<input type="radio"/> Yes <input type="radio"/> No
The program has informed the candidate of the gap(s) and additional supports that will be provided to address them.	<input type="radio"/> Yes <input type="radio"/> No

Rubric Summary and Self-Assessment

The candidate view of the Rubric Summary and Self-Assessment pages now includes red reminders to check the "Complete" checkbox at the end of the rubric.

If you are unable to access your Self-Assessment, go back to the Rubric Summary and make sure "Complete Rubric" is checked off on the final page. You will not be able to move onto the Self-Assessment until this is complete."

I-A-1 Subject Matter Knowledge	I-C-2 Adjustments to Practice	II-A-1 High Expectations and Support	II-A-3 Inclusive Instruction	II-B-2 Safe Learning Environment	III-C-1 Collaboration on Student Learning and Well-Being	IV-A-1 Reflective Practice
I-A-1 Subject Matter Knowledge	Unsatisfactory The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	Needs Improvement The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	Proficient The candidate's performance fully meets the requirements: Demonstrates sound knowledge of the subject matter by: <ul style="list-style-type: none">Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts.Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world.Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.	Exemplary The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators.		
Quality The ability to perform the skill, action, or behavior	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		
Scope The scale of impact (e.g., one student, subset of students, all students) to which the skill, action, or behavior is demonstrated with quality	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Consistency The frequency (e.g., once, sometimes, all of the time) that the skill, action, or behavior is demonstrated with quality	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Cancel Next Complete Rubric

Prof. Practice Goal and Implementation Plan

This page now includes:

- Finalized professional practice goal
- Implementation plan
- Measure of student learning plan
- Student feedback plan (NEW)

Implementation Plan: In support of attaining the Professional Practice Goal, the candidate, program supervisor, and supervising practitioner agree on the following actions:

Action	Related Evidence/Artifact(s)	Supports/Resources	Timeline/Frequency	Delete
<div></div> <div>Count: 4000 chars left</div>	<div></div> <div>Count: 4000 chars left</div>	<div></div> <div>Count: 4000 chars left</div>	<div></div> <div>Count: 4000 chars left</div>	

Measure of Student Learning: In addition to attaining the Professional Practice Goal, the candidate will be assessed based in part on their impact on student learning. The supervising practitioner, in coordination with the program supervisor and candidate, has set the following measure(s) of student learning, growth, or achievement.

Measure of Student Learning	Range of Learning, Growth, or Achievement Outcomes	Parameters
<div></div> <div>Count: 4000 chars left</div>	Higher than Expected	<div></div> <div>Count: 255 chars left</div>
	Meets Expectations	<div></div> <div>Count: 255 chars left</div>
	Lower than Expected	<div></div> <div>Count: 255 chars left</div>

Student Feedback: The supervising practitioner, program supervisor, and candidate have selected the feedback instrument and administration protocol below. Student feedback results and the required candidate reflection form must be submitted as evidence for at least one Essential Element.

Description of Feedback Instrument	Description of Administration Protocol
<div></div> <div>Count: 4000 chars left</div>	<div></div> <div>Count: 4000 chars left</div>

Observation Forms – Modality

On Announced Observation forms, the PS will indicate their modality

- Both the SP and PS must be in-person for Unannounced Observations
- The PS may conduct the Announced observations virtually if DESE pre-approval has been granted
- See the CAP Guidelines for further details on the approval process.

What is the modality of this observation for the program supervisor? As a reminder, virtual observations may only be conducted if DESE pre-approval has been granted. See the Guidelines for the Candidate Assessment of Performance for further details.” and the options below:

Program Supervisor*

- ☐ In-Person
- ☐ Virtual, synchronous
- ☐ Virtual, asynchronous

Observation Forms – Focus Elements

Focus elements are now the same across all observations

- Listed at the top
- Bolded in synthesized evidence table

Required Elements:

I-A-1 Subject Matter Knowledge
II-A-1 High Expectations and Support
II-B-2 Safe Learning Environment

Optional Elements:

I-C-2 Adjustments to Practice
II-A-3 Inclusive Instruction
III-C-1 Collaboration on Student Learning
IV-A-1 Reflective Practice

II-B-2 Safe Learning Environment*	Supervising Practitioner	<div>Count: 4000 chars left</div>
	Program Supervisor Evidence	<div>Count: 4000 chars left</div>
	Calibrated Evidence*	<div>Count: 4000 chars left</div>
I-C-2: Adjustments to Practice	Supervising Practitioner	<div>Count: 4000 chars left</div>
	Program Supervisor Evidence	<div>Count: 4000 chars left</div>
	Calibrated Evidence	<div>Count: 4000 chars left</div>

Field supervisors must include observation evidence for required elements to complete form.
Evidence for the optional elements may also be included, if observed.

Observation Forms – Synthesized Evidence

Active Evidence Collection

- Not included in the platform as there is no autosave and notes could be lost during the observation
- Supervisors should take these low-inference notes in another document

Synthesized Evidence

- Included in the platform
- Supervisors paste key evidence for each element into these boxes in the platform

II-B-2 Safe Learning Environment*	Supervising Practitioner	<div></div> <div>Count: 4000 chars left</div>
	Program Supervisor Evidence	<div></div> <div>Count: 4000 chars left</div>
	Calibrated Evidence*	<div></div> <div>Count: 4000 chars left</div>
I-C-2: Adjustments to Practice	Supervising Practitioner	<div></div> <div>Count: 4000 chars left</div>
	Program Supervisor Evidence	<div></div> <div>Count: 4000 chars left</div>
	Calibrated Evidence	<div></div> <div>Count: 4000 chars left</div>

Observation Forms – Actionable Feedback

Feedback provided under area(s) of strength and area(s) for growth should be actionable.

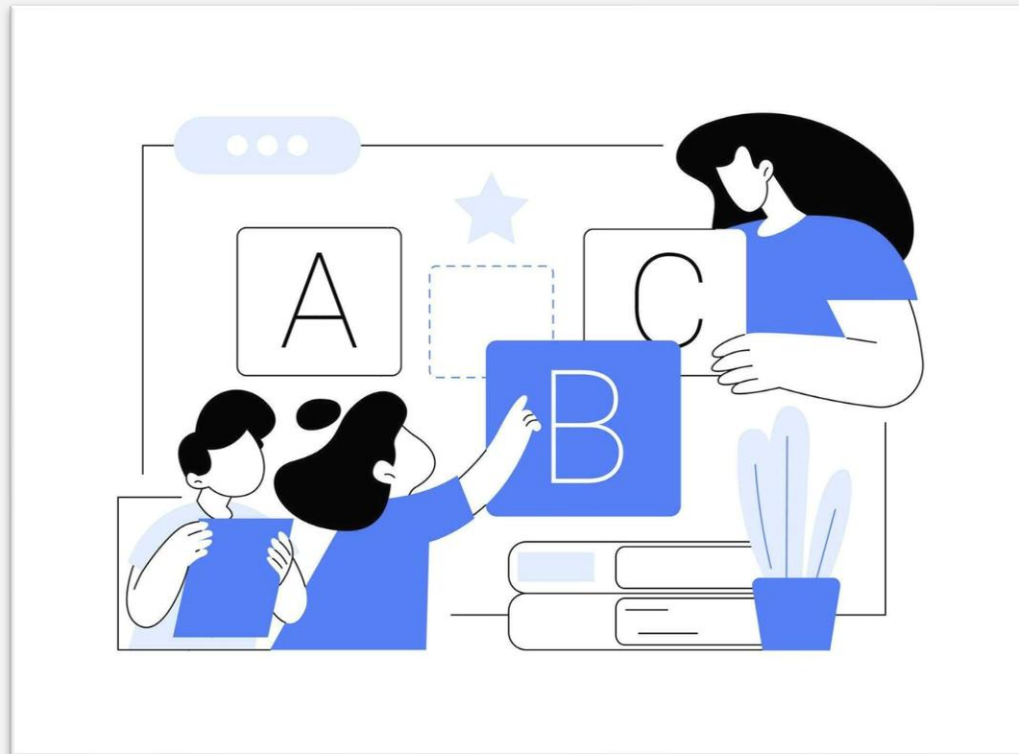
- Judgements about what is going well and what can be improved
- Strategies, recommendations, or resources to reinforce or improve practice

Element	Role	Feedback
Area(s) of Strength*	Supervising Practitioner	<div></div> <div>Count: 4000 chars left</div>
	Program Supervisor	<div></div> <div>Count: 4000 chars left</div>
	Calibrated Feedback*	<div></div> <div>Count: 4000 chars left</div>
Specific strategies or recommendations to continue to reinforce these strengths:		<div></div> <div>Count: 4000 chars left</div>

Area(s) for Growth*	Supervising Practitioner	<div></div> <div>Count: 4000 chars left</div>
	Program Supervisor	<div></div> <div>Count: 4000 chars left</div>
	Calibrated Feedback*	<div></div> <div>Count: 4000 chars left</div>
Specific strategies or recommendations to continue to improve these areas-for growth:		<div></div> <div>Count: 4000 chars left</div>

Observation Forms – Early Literacy Form

The Early Literacy Look-Fors are automatically embedded at the top of Announced Observation 2 for Early Childhood, Elementary, and Moderate Disabilities PK-2/PK-8 candidates



Observation Forms – Early Literacy Look-Fors

During Announced Observation 2, supervisors for candidates in early literacy programs will:

- Select the Look-For grade band that aligns with the candidate's practicum placement grade
- Record evidence of the Look Fors at the top of the form.
- Incorporate these notes into the synthesized evidence for the three required focus elements and actionable feedback

Only the synthesized evidence will show up in the Formative and Summative Assessment Forms.

Please select the look-for grade band that aligns best with the candidate's practicum placement.

☐ Grades PreK-3 ☒ Grades 4-5 ☐ Grades 6-8

Foundational Skills (Grades 4-5)	
Was the teacher...	<ul style="list-style-type: none">• Delivering instruction in phonological awareness, phonics and decoding, and/or fluency that is explicit, accurate, and grade-level appropriate, using culturally relevant curricular materials? (I-A-1)• Providing time and support for repetitive, engaging, active, and efficient student practice in advanced phonics skills? (II-A-1)• Building on students' strengths, needs, and background knowledge about speech and language? (II-B-2)• Providing small-group instruction based on student needs, using evidence-based activities to promote transfer of word analysis skills? (I-A-1, II-A-1)• Providing reinforcement and/or corrective feedback in a way that holds students to high expectations while affirming their sources of knowledge about language? (II-A-1, II-B-2)
Were the students...	<ul style="list-style-type: none">• Practicing advanced phonics through differentiated tasks in centers, small groups and/or independently? (I-A-1, II-A-1)• Practicing fluency and deepening comprehension by reading grade-level text with accuracy, appropriate rate, and expression? (I-A-1)• Decoding multisyllabic words using knowledge of syllabication, roots, and affixes? (I-A-1) - Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2)• Making visible learning progress towards mastery of grade-level advanced phonics skills? (I-A-1)• Making visible learning progress towards mastery of grade-level ELA/Literacy standards? (I-A-1)
Notes	<div></div> <div>4000 chars left</div>

II-B-2 Safe Learning Environment*	Supervising Practitioner Synthesized Evidence	<div></div> <div>Count: 4000 chars left</div>
	Program Supervisor Evidence	<div></div> <div>Count: 4000 chars left</div>
	Calibrated Evidence*	<div></div> <div>Count: 4000 chars left</div>

Assessment Forms – Evidence Categories

On the assessment forms, supervisors will check off the categories of evidence used to determine ratings for each Essential Element.

- In the past, specific categories of evidence were required for each element. These were bolded.
- The bolding is now removed as there is more flexibility for which categories of evidence to use.

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goals
Announced 1	Unannounced 1	Announced 2	Unannounced 2				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisors should check boxes in alignment with the pre-populated observations and evidence files.

Announced Observation 1 Observation Date: Calibrated Evidence: Count: 4000 chars left	Unannounced Observation 1 Observation Date: Calibrated Evidence: Count: 4000 chars left	Announced Observation 2 Observation Date: Calibrated Evidence: Count: 4000 chars left				
Unannounced Observation 2 Observation Date: Calibrated Evidence: Count: 4000 chars left	Formative Assessment Evidence: Count: 4000 chars left	<table><thead><tr><th>Tagged Evidence Files</th><th>Types of Evidence</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Tagged Evidence Files	Types of Evidence		
Tagged Evidence Files	Types of Evidence					

Upload Evidence Files	
Choose file	Browse
The maximum amount of data space for each cycle is 100 MB. Once you have reached 100 MB of data you will no longer be able to upload files. Only the following formats are allowed: .doc(x), .xls(x), .ppt(x), .pdf, .jpg, .png, .bmp, .gif, .mp3, .wav, .txt	
Total File size: 100 MB free of 100 MB	
Select Type(s) of Evidence:	
<input type="checkbox"/> Candidate Artifact	<input type="checkbox"/> Measure of Student Learning
<input type="checkbox"/> Professional Practice Goal	<input type="checkbox"/> Student Feedback
<input type="checkbox"/> Observations	
Tag file to Essential Element(s):	
<input type="checkbox"/> I-A-1 Subject Matter Knowledge	<input type="checkbox"/> I-C-2 Adjustments to Practice
<input type="checkbox"/> II-A-3 Inclusive Instruction	<input type="checkbox"/> II-B-2 Safe Learning Environment
<input type="checkbox"/> IV-A-1 Reflective Practice	<input type="checkbox"/> II-A-1 High Expectations and Support
<input type="checkbox"/> III-C-1 Collaboration on Student Learning and Well-Being	

Assessment Forms – Evidence Categories

Before completing the form, supervisors must ensure these evidence expectations are met:

- ☒ Each category of evidence must be used to support the rating for at least one Essential Element
- ☒ The rating for each Essential Element must be supported by two categories of evidence.
- ☒ For Elements I-A-1, II-A-1, and II-B-2, observations must be used as one category of evidence

Upload Cycles - Template Spreadsheet

Sponsoring organizations that do not use the CAP Online Platform throughout cycles, must download a new template spreadsheet to upload cycle ratings.

The new spreadsheet includes different codes for the new Essential Elements and additional columns to report observation modality.

Upload Cycles

Note:

- Use the Verify Cycle tool to validate information for a cycle
- Download the template for uploading CAP Cycle Ratings and keep it in .csv format
- Ensure information entered is identical to what is shown in the Inquiry tool search results
- Only enter MEPIDs for SPs working in Pubic, Public Charter, and Collaborative school districts, and skip this for SPs working in Private or Special Education schools
- Only completed cycle records (i.e., with ratings) will be consumed for Annual CAP Cycle Reports at the end of the school year

[Download Template](#)

Reports – Annual Reports

Sponsoring organizations will have the option to download reports for all cycles completed:

- In any one-year period
- Before August 31st, 2025 (pre 2024 CAP Guidelines implementation)
- After September 1st, 2025 (post 2024 CAP Guidelines implementation for all programs and candidates)

CAP Cycles Annual Report

Select CAP Completion School Year:

All cycles prior to 2024 CAP Guidelines ▼
All cycles using 2024 CAP Guidelines
2022-2023
2023-2024
2024-2025

Available Resources

CAP Guidelines Webpage

- Guidelines
- Implementation handbook
- Quick reference guides
- Videos for users, and more!
- Required and optional forms

CAP Online Platform Webpage

- User guides for each role
- FAQs

CAP Manager Trainings

- Aug 22nd, 10-11am
- September 2nd, 2:30-3:30pm
- September 3rd, 9-10am

CAP Online Platform Office Hours

- Dates coming soon

Quick Reference Guides

- [2024 CAP Data Submission Quick Reference Guide](#)
- [2024 High-Quality Feedback Quick Reference Guide](#)
- [2024 Quality, Scope, Consistency Quick Reference Guide](#)
- [2024 Differentiated Practice Levels Quick Reference Guide](#)
- [2025 Collaboration on Student Learning and Well-Being Quick Reference Guide](#)
- [2025 Tips for Setting a S.M.A.R.T.I.E. Goal Quick Reference Guide](#)
- [2025 Supervisor Collaboration in the CAP Process](#)
- [2025 Supporting Candidate Growth Through Video QRG](#)
- [Early Literacy Observation Tool Quick Reference Guide](#)

Drop-in Session Recordings and Slides

- Family Engagement — Facilitated by National Center for Family, School, and Community Engagement (NAFSCE)
 - [Recording](#)
 - [Slides](#)

Starting a New CAP Cycle

Both the CM and PS can start CAP cycles. To begin, select "Start Cycle" from the home menu. You can then search by a teacher candidate's (TC) program or MEPID number.

- Candidates must be enrolled in Early ID to start a cycle.
- If a candidate does not appear, they may not yet be enrolled in Early ID.

Registering a Candidate

You will only be able to create one cycle for each candidate enrolled in a program.

- If a candidate is enrolled in one program with a split practicum, you should create one cycle.
- If a candidate is enrolled in two programs, you will be able to create two cycles.

Teacher Candidate Search

Note: Search by the Teacher Candidate's program or MEPID, then select the name of the Teacher Candidate to add to the Cycle.

Search By Program: Search By MEPID:

Show: 10 entries

Logging In

- [How do I log into the CAP Online Platform?](#)
- [How do I log in for the first time?](#)
- [How do I find my username?](#)
- [How do I change or reset my password?](#)
- [I'm having trouble logging in. What do I do?](#)
- [I logged in but I don't see my TC's cycle. What's going on?](#)