



CAP Online Platform User Guide

Program Supervisor (PS)

Updated August 2025

[Massachusetts Department of Elementary and Secondary Education](#)

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Overview

CAP Online Platform

The CAP Online Platform is aligned with the expectations outlined in the [2024 Guidelines for the Candidate Assessment of Performance](#). It is a virtual option for participants to complete the required CAP forms.

Purpose of the User Guide

This document is designed to support program supervisors to use the CAP Online Platform. It focuses on the technical aspects of the system.

Additional Guidance and Support

The [CAP Online Platform FAQs](#) are updated regularly based on user questions.

If you are looking for information about the CAP process, please reference the [CAP Guidelines, CAP Handbook, and aligned implementation resources](#).

Blue text boxes like this indicate common user issues. Please take note of the tips in these boxes. If these materials do not address your questions, please contact your sponsoring organization's CAP manager. If needed, they may elevate questions to DESE for further clarification or support.

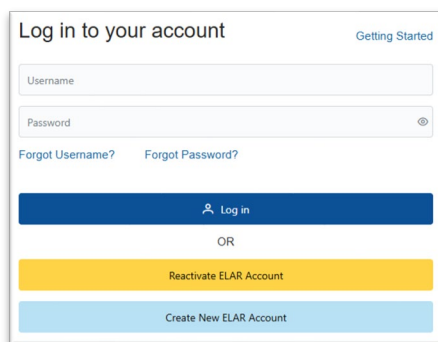
Important: The CAP Online Platform does not automatically save. Use the “save” button periodically as you work or draft responses in a separate document and paste them into the platform when ready.

Getting Started

Logging In

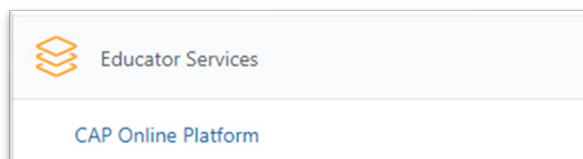
You will be able to log into the CAP Online Platform via the [Education Security Portal](#).

1. **The CAP Online Platform requires a login separate from your personal ELAR account.** If you do not already have an account affiliated with your sponsoring organization, contact your sponsoring organization’s CAP manager (CM) to request one.
2. **When logging in for the first time**, use the “Forgot Password” feature to enter your username and the email associated with your account to set up a password. Additional resources can be found [here](#).
3. **If you are able to log in to the CAP Online Platform, but you cannot see the candidate cycle assigned to you**, you have likely logged in through your personal ELAR account and not the account affiliated with your sponsoring organization. In this case, reach out to the CM for your username.
4. **If you log in with the correct username and are still having issues**, log out and try clearing your web browser’s cache, opening an incognito browser, or using another browser.



The screenshot shows a login form titled "Log in to your account" with a "Getting Started" link in the top right. The form includes input fields for "Username" and "Password" (with a toggle for visibility). Below these are links for "Forgot Username?" and "Forgot Password?". There are three main buttons: a blue "Log in" button, a yellow "Reactivate ELAR Account" button, and a light blue "Create New ELAR Account" button. The text "OR" is centered between the "Log in" and "Reactivate" buttons.

Once logged in, you should see a link to enter the CAP Online Platform on the home page. If the application is not listed as shown below, please contact your CM.

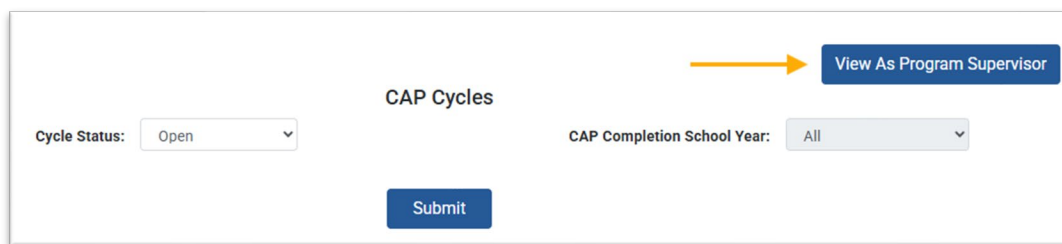


Program Supervisor Role

The program supervisor (PS) has primary responsibility for managing cycles in the CAP Online Platform and has the ability to:

- Start and end CAP Cycles (in communication with the CM);
- Edit candidate, practicum, and supervisor information;
- View, complete, and unlock observation and assessment forms;
- Upload and tag evidence;
- Track candidate progress; and
- Communicate with the supervising practitioner and candidate.

If you are also serving as the CM, you can toggle between the PS and CM accounts by clicking on the link to “View as Program Supervisor” at the top right of the home page.



The screenshot shows a web interface for managing CAP Cycles. At the top center is the title "CAP Cycles". Below it, on the left, is a "Cycle Status:" label followed by a dropdown menu currently set to "Open". On the right is a "CAP Completion School Year:" label followed by a dropdown menu currently set to "All". Below these filters is a blue "Submit" button. In the top right corner, there is a blue button labeled "View As Program Supervisor", with a yellow arrow pointing to it from the left.

Starting a New CAP Cycle

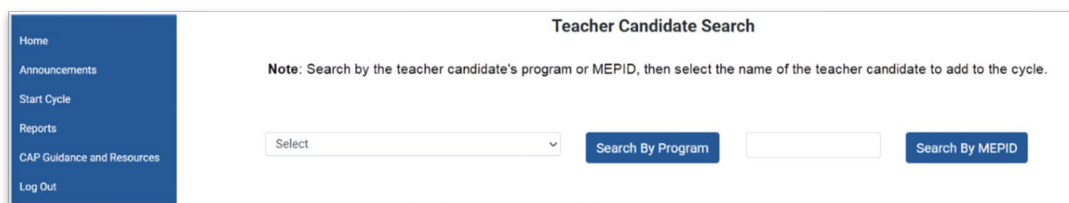
Registering a Candidate

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.

- 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.

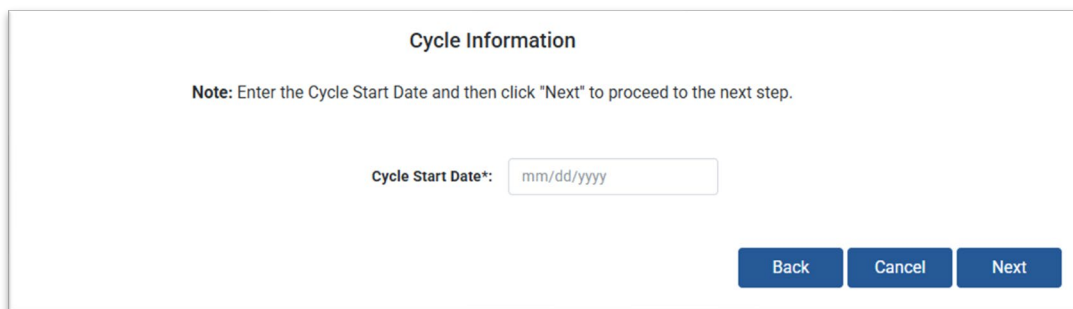
You will only be able to create one cycle for each candidate enrolled in a program.

- If a candidate is enrolled in one program with a split practicum, create one cycle.
- If a candidate is enrolled in two programs, create two cycles.



The screenshot shows the 'Teacher Candidate Search' interface. On the left is a blue sidebar with links: Home, Announcements, Start Cycle, Reports, CAP Guidance and Resources, and Log Out. The main area has a title 'Teacher Candidate Search' and a note: 'Note: Search by the teacher candidate's program or MEPID, then select the name of the teacher candidate to add to the cycle.' Below the note is a dropdown menu labeled 'Select' and two buttons: 'Search By Program' and 'Search By MEPID'.

Once you have selected the correct TC, you will see a screen with information generated from Early ID. Enter the Cycle Start Date and then select “Next”.



The screenshot shows the 'Cycle Information' interface. It has a title 'Cycle Information' and a note: 'Note: Enter the Cycle Start Date and then click "Next" to proceed to the next step.' Below the note is a label 'Cycle Start Date*' followed by a text input field with a placeholder 'mm/dd/yyyy'. At the bottom right are three buttons: 'Back', 'Cancel', and 'Next'.

Assigning a Program Supervisor

The PS automatically defaults to the person creating the cycle, but you may assign a different PS by using the “Change” button. Click on the PS name you wish to select, then click “Assign.”

- If a PS has a profile, you will be able to search for them by name or user ID.
- If you do not see a PS listed as an option, they will need to be registered. To do so, please contact your CM.

Teacher Candidate Information

Teacher Candidate:

Program: Academic: Teacher, Chemistry, 8-12, Initial, Baccalaureate

Cycle Start Date: 10/05/2025

Teacher Candidate MEPID:

Program Supervisor: Change

Assign Program Supervisor

Note: To confirm the Program Supervisor listed above, click "Assign" and proceed to the next step. To assign a different Program Supervisor, click "Change" next to the Program Supervisor name. All of the Program Supervisors in your Organization will be listed below. Select the correct Program Supervisor and click "Assign" to proceed to the next step. If a Program Supervisor is not listed, see the FAQs page for instructions on assigning this permission.

Back
Cancel
Assign

Assigning a Supervising Practitioner

After assigning the PS, you will be asked to select the SP. To do this, you will first need to select the SP's Organization Type from the list below:

- Charter District
- Collaborative
- Public School District
- Private Schools
- Out-of-State School¹

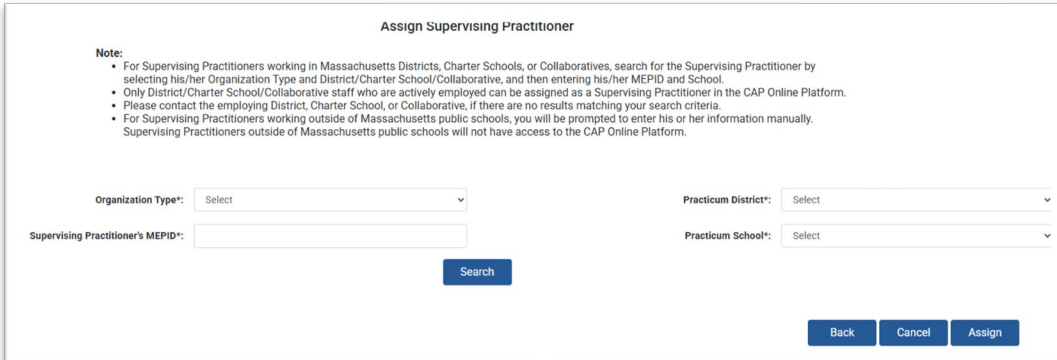
If selecting a Charter District, Collaborative, or Public School District, you will select the SP's district/school/collaborative from the Practicum District drop down menu, select the school from the Practicum School drop down menu, and enter the SP's MEPID. Once you enter that information, you will be able to "Search" for the SP. Click on the SP name to select them and then enter their email if one is not provided. Once ready, click "Assign."

- **If you cannot find an SP,** it is likely the educator has been coded as "On Leave," "Exited," or reported by a different district in EPIMS. If this appears to be the case, you may follow the instructions below for adding an out-of-state or private school educator, then update the cycle once the SP is reported in EPIMS. Please check with the district to confirm they have reported the educator in EPIMs. If they have, contact EducatorPreparation@mass.gov for assistance.

¹ Note that out-of-state placements require a waiver.

If selecting a **Private or Out-of-State School placement**, you will need to manually enter the SP's first name, last name, and practicum state, district, and school.

- **Private school and out-of-state SPs will not be able to fill out the forms on their own due to access and security concerns.** The CM and/or PS will need to complete forms on their behalf.



Assign Supervising Practitioner

Note:

- For Supervising Practitioners working in Massachusetts Districts, Charter Schools, or Collaboratives, search for the Supervising Practitioner by selecting his/her Organization Type and District/Charter School/Collaborative, and then entering his/her MEPID and School.
- Only District/Charter School/Collaborative staff who are actively employed can be assigned as a Supervising Practitioner in the CAP Online Platform.
- Please contact the employing District, Charter School, or Collaborative, if there are no results matching your search criteria.
- For Supervising Practitioners working outside of Massachusetts public schools, you will be prompted to enter his or her information manually. Supervising Practitioners outside of Massachusetts public schools will not have access to the CAP Online Platform.

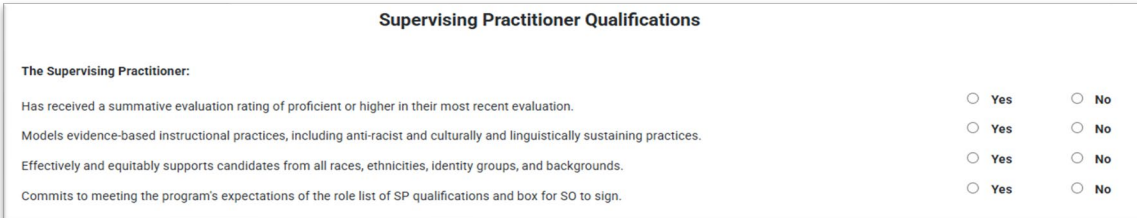
Organization Type*:

Supervising Practitioner's MEPID*:

Practicum District*:

Practicum School*:

After assigning the SP, you will be asked to verify whether they meet each of DESE's qualifications for the role. **This section of the form is not visible to the SP or TC.**



Supervising Practitioner Qualifications

The Supervising Practitioner:

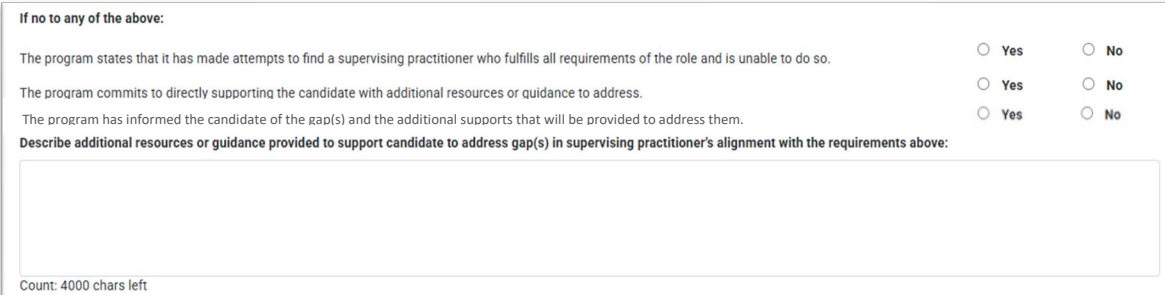
Has received a summative evaluation rating of proficient or higher in their most recent evaluation. ☐ Yes ☐ No

Models evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices. ☐ Yes ☐ No

Effectively and equitably supports candidates from all races, ethnicities, identity groups, and backgrounds. ☐ Yes ☐ No

Commits to meeting the program's expectations of the role list of SP qualifications and box for SO to sign. ☐ Yes ☐ No

If “No” is selected for one or more qualifications, an additional set of attestations and an open response box will appear. **This section is also not visible to the SP or TC.**



If no to any of the above:

The program states that it has made attempts to find a supervising practitioner who fulfills all requirements of the role and is unable to do so. ☐ Yes ☐ No

The program commits to directly supporting the candidate with additional resources or guidance to address. ☐ Yes ☐ No

The program has informed the candidate of the gap(s) and the additional supports that will be provided to address them. ☐ Yes ☐ No

Describe additional resources or guidance provided to support candidate to address gap(s) in supervising practitioner's alignment with the requirements above:

Count: 4000 chars left

Finally, you will review the TC information for accuracy and then select “Start Cycle.” After you have started the cycle, it will show up as a row on the home page.

Teacher Candidate Information

Note: Review the Teacher Candidate and CAP cycle information below. To start the Cycle press 'Start Cycle'.

Teacher Candidate:

Teacher Candidate MEPID:

Program: Academic: Teacher, Chemistry, 8-12, Initial, Baccalaureate

Program Supervisor:

Supervising Practitioner:

Practicum District: Newton

Practicum School: Newton North High

Cycle Start Date: 10/05/2025

Back

Cancel

Start Cycle

Once a cycle has been created, each member of the triad will receive a notification via the email address entered into the system.

Adding an SP to a cycle will generate a new CAP-specific account for them, separate from their personal ELAR account. They will receive an email notifying them of how to sign into the new account. A copy of this email will be saved in the Correspondence History of the cycle.

Navigating the System

Home Page

When you log in, you will see the SP home page. This page provides a snapshot of each TC's progress through the components of CAP.

- Each row of the table is one TC's CAP Cycle.
- To search for a TC by name or program, use the "Search" bar.

CAP Cycles

Cycle Status: CAP Completion School Year:

Show entries

Search:

Teacher Candidate	Program	Program Supervisor	Self Asmt.	Ann. Obs 1	Goals/Plan	Uann. Obs 1	Ann. Obs 2	Form. Asmt	Uann. Obs 2	Sum. Asmt
A. Johnson	Academic: Teacher, Mathematics, 8-12, Initial, Baccalaureate	Aparnaa Aparnaa	N	N	N	N	N	N	N	N

Showing 1 to 1 of 1 entries

Previous **1** Next

Footnote(s):

- Y - The Form/Assessment is completed.
- N - The Form/Assessment is not completed.
- P - The Form/Assessment is yet to be completed by the other Role.

Click on a TC's name to be taken to that candidate's CAP forms. You can open each form using the navigation bar on the left-hand side of the webpage.

Home

Announcements

Start Cycle

Cycle Steps

CAP Form

Rubric Summary

Self-Assessment

Finalized Goal and Implementation Plan

Announced 1

Announced 2

Unannounced 1

Unannounced 2

Three-Way Meetings

Formative Assessment

Summative Assessment

Upload Evidence Files

Correspondence History

CAP Guidance and Resources

Log Out

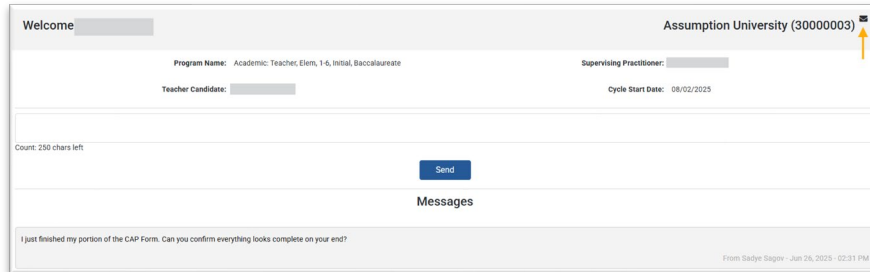
Teacher Candidate:

Cycle Start Date:

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:	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						

Messages

You may communicate with the TC and SP via the platform's built-in messaging system. Click on the envelope at the top right of the screen to draft or view messages. You will receive an email notification if you receive a message from another member of the triad.



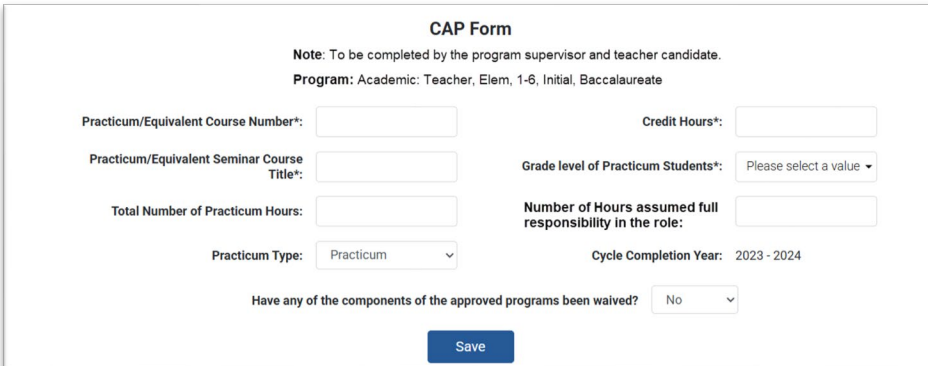
The screenshot shows the CAP Online Platform interface for a Program Supervisor (PS). At the top, there is a header bar with "Welcome" on the left and "Assumption University (30000003)" on the right, accompanied by an envelope icon. Below the header, the main content area displays fields for "Program Name: Academic Teacher, Elem, 1-6, Initial, Baccalaureate", "Supervising Practitioner:", "Teacher Candidate:", and "Cycle Start Date: 08/02/2025". A text input field is present with a "Count: 250 chars left" indicator and a "Send" button. Below the input field, the "Messages" section is visible, showing a message from "Sadie Stager" dated "Jun 26, 2025 - 02:31 PM" with the text: "I just finished my portion of the CAP Form. Can you confirm everything looks complete on your end?"

CAP Cycle Components

CAP Form

The PS and TC are primarily responsible for completing the CAP Form. This includes entering the information shown in the image below. Please use numerical values as applicable for this form and select “Save” as you go and once complete.

- If the TC will be doing a split practicum, select the grade levels for both placements.
- The total number of practicum hours and hours in full responsibility should meet or exceed the regulatory requirements as per [603 CMR 7.04 \(4\)](#).
- You may read more about potential waivers in Appendix J of the [Guidelines for Educator Preparation Program Approval](#).



CAP Form

Note: To be completed by the program supervisor and teacher candidate.

Program: Academic: Teacher, Elem, 1-6, Initial, Baccalaureate

Practicum/Equivalent Course Number*:

Credit Hours*:

Practicum/Equivalent Seminar Course Title*:

Grade level of Practicum Students*:

Total Number of Practicum Hours:

Number of Hours assumed full responsibility in the role:

Practicum Type:

Cycle Completion Year: 2023 - 2024

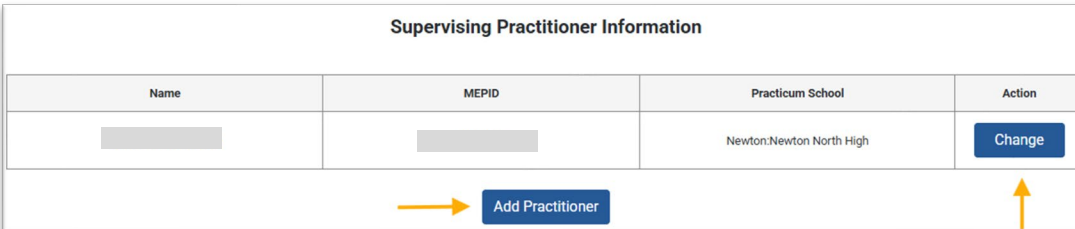
Have any of the components of the approved programs been waived?

Save

Changing or Adding a Supervising Practitioner

If a TC’s SP changes during the CAP Cycle, assign them to a new SP using the “Change” button.

If a TC has a split practicum, select the “Add Practitioner” button. Adding an SP will not provide you with extra forms. You may choose to split up the existing forms in advance to know which SP is conducting each observation or upload additional forms as tagged evidence.



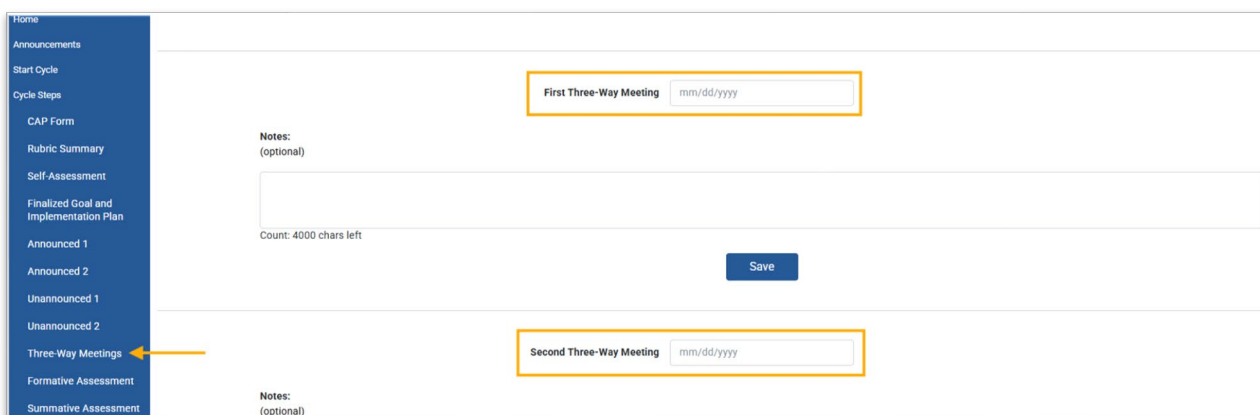
Supervising Practitioner Information			
Name	MEPID	Practicum School	Action
<input type="text"/>	<input type="text"/>	Newton/Newton North High	Change

→ **Add Practitioner** ↑

Three-Way Meetings

If a CAP cycle cannot be closed, it is often because one of the Three-Way Meeting sections has not been completed.

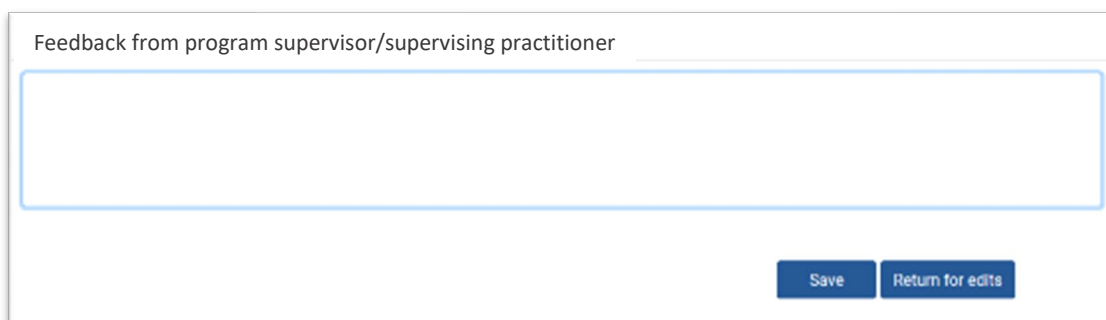
The Three-Way Meeting form must be completed after each meeting. To do so, navigate to “Three-Way Meetings” in the left-hand navigation bar. The PS, SP, or TC can fill out the dates of these meetings. The dates are required, but notes are optional.



Candidate Self-Assessment

The TC must check off “Complete Rubric” at the end of the Rubric Summary in order to access their Self-Assessment. If they say the Self-Assessment cannot be edited, advise them to return to the final page of the Rubric Summary to check this box.

After selecting a candidate to view, you can use the left-hand navigation bar to open the Self-Assessment Form. You will be able to provide feedback at the bottom as shown.



After entering this feedback, you may either “Save” the form or send it back to the TC for revisions using “Return for edits.” **If the form is returned to the candidate for edits, they will need to check the “Complete” box at bottom of the Rubric Summary again prior to editing the Self-Assessment Form.**

Professional Practice Goal and Implementation Plan

After the PS and the SP approve the Self-Assessment Form, you will work as a triad to complete the Professional Practice Goal and Implementation Plan Form. This form is unique, as it is the only one for which all three users share responsibility.

To complete this form:

1. The TC will complete the **Professional Practice Goal**. The preliminary goal that was drafted in the Self-Assessment will automatically populate into this box. The TC will revise this goal based on any input provided by the PS and SP.
2. The PS and the SP will complete the **Implementation Plan** based on the goal.
3. The SP will complete the **Measure of Student Learning** and **Student Feedback** sections with input from the PS and TC. These sections determine how this evidence will be collected and analyzed. The results and candidate reflections will be uploaded as evidence later in the CAP process.

Once all members of the triad have finished their sections, the PS must select the “Complete” button that will appear at the bottom of the form. After clicking “Complete”, the form cannot be edited.

Announced and Unannounced Observations

Navigate to the two Announced Observations and two Unannounced Observations via the left-hand navigation bar.

Observers and Modality

Supervising practitioners must observe the candidate for Unannounced and Announced observations. Program supervisors are required to be part of Announced Observations.

At the top of each observation form, you will be asked who is completing the document. You will have the option to choose “Program supervisor and supervising practitioner (joint observation)” and “Program supervisor only”. The SP will have a different view of the form which allows for “Supervising practitioner only.”

Note:
* Please coordinate with the other supervisor(s) before adding or updating the Calibrated Evidence, Content Topic/Lesson Objective, Start Time, End Time, Group Size and Observation Date, so that you don't unintentionally over-write the information entered by the other user.

Who is/are conducting the Observation? ☐ Program Supervisor and Supervising Practitioner (Joint Observation)

☒ Program Supervisor only

Form layout depends on who is completing the observation

- If completing the observation individually, you will see one open-response box for each question.

4.A.1: Reflective Practice	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <div style="font-size: 0.8em; margin-top: 2px;">Count: 4000 chars left</div>
----------------------------	---

- If completing the observation jointly, you will see three separate boxes for each question: SP, PS, and calibrated.

4.A.1: Reflective Practice	Supervising Practitioner Evidence	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <div style="font-size: 0.8em; margin-top: 2px;">Count: 4000 chars left</div>
	Program Supervisor Evidence	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <div style="font-size: 0.8em; margin-top: 2px;">Count: 4000 chars left</div>
	Calibrated Evidence	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <div style="font-size: 0.8em; margin-top: 2px;">Count: 4000 chars left</div>

Avoid toggling between individual and joint forms

- Switching back and forth between “PS/SP Only” and “Joint” form modes is very likely to lead to data loss.
- To prevent this, decide in advance who will complete each form.

For joint observations, the “calibrated” text is crucial

- Only “calibrated” text is visible to the TC and added to the assessments.
- The “calibrated” boxes will reflect content from the last person who clicked “Save.”
- As a result, **only one supervisor should enter text into the “calibrated” boxes, decide ahead of time which supervisor will take this role.**

For Announced Observations, you will be asked about the modality of the observation.

- Virtual PS observations may only be conducted if DESE pre-approval has been granted.** See the [2024 Guidelines for the Candidate Assessment of Performance](#) for further details.

Early Literacy Look-Fors

The Early Literacy Look-Fors are automatically embedded at the top of Announced Observation 2² on the CAP Online Platform for Early Childhood, Elementary, and Moderate Disabilities PK-2/PK-8 candidates.

During the observation, supervisors will:

- Select the Look-For grade band that aligns with the candidate's practicum placement grade level.
- Record notes for the Look-Fors at the top of the form.
- Use these notes to inform the synthesized evidence for the required elements: I-A-1 Subject Matter Knowledge, II-A-1 High Expectations and Support, and II-B-2 Safe Learning Environment.
- Include early literacy skills within the overarching Area(s) of Strength and Area(s) for Growth for the observation as relevant.

While there is a space to record notes specific to the Look-Fors, only the synthesized Evidence sections will show up in the Formative and Summative Assessment Forms. **It is crucial that supervisors embed evidence related to the Early Literacy Look-Fors in the synthesized feedback.**

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) • Practicing advanced phonics through differentiated tasks in centers, small groups and/or independently? (I-A-1, II-A-1)
Were the students...	<ul style="list-style-type: none"> • 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 style="border: 1px solid #ccc; height: 40px; width: 100%;"></div> <p>4000 charts left</p>

² While DESE recommends that the Early Literacy Observation Form be completed as part of Announced Observation 2, there may be circumstances where a triad prefers to complete the observation during Announced Observation 1. In this case, the triad should complete the Announced Observation 2 Form with the Early Literacy Observation Form *first* and Announced Observation Form 1 without the Early Literacy Observation Form *second*. The platform does not prevent these forms from being completed out of order.

Synthesized Evidence

You are required to document observation evidence for the three required focus elements listed at the top of each observation form and bolded in the synthesized evidence tables:

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 style="background-color: #e0e0e0; height: 20px; width: 100%;"></div> Count: 4000 chars left
	Program Supervisor Evidence	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> Count: 4000 chars left
	Calibrated Evidence*	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> Count: 4000 chars left
I-C-2: Adjustments to Practice	Supervising Practitioner	<div style="background-color: #e0e0e0; height: 20px; width: 100%;"></div> Count: 4000 chars left
	Program Supervisor Evidence	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> Count: 4000 chars left
	Calibrated Evidence	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> Count: 4000 chars left

Actionable Feedback

You will use the synthesized evidence to determine overarching areas of strength and areas for growth and offer concrete strategies or recommendations to reinforce or improve these areas.

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

Completing and Unlocking Observation Forms

If conducting a joint observation, both the PS and SP must select “Complete.”

☐ Complete

If you selected “Complete” but need to make revisions and neither you nor the CM can unlock the form, it likely means the SP has not yet selected “Complete.” The “Edit” button will only appear for the CM once both supervisors have marked the form as “Complete.”

Evidence Uploads

The CM, PS, SP, and TC all have the ability to upload evidence. To do so, navigate to “Upload Evidence Files” in the left-hand navigation bar.

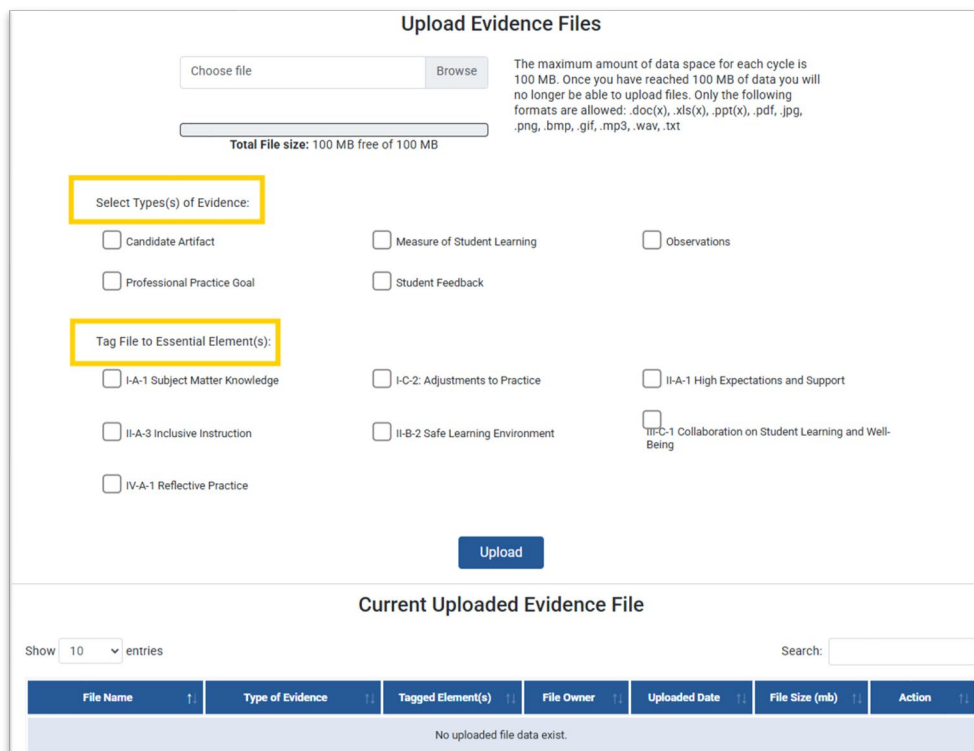
File Sizes and Formats

- The maximum amount of data space for each cycle is 100 MB. Once you have reached 100 MB you will no longer be able to upload files.
- Formats allowed: .doc(x), .xls(x), .ppt(x) .pdf, .jpg, .png, .bmp, .gif, .mp3, .wav.

File Tags

To appear in the Formative Assessment and Summative Assessment, each file must be tagged to:

- One or more categories of evidence (Observations, Measure of Student Learning, Student Feedback, Professional Practice Goal, or Candidate Artifacts)
- One or more Essential Elements



Upload Evidence Files

Choose file

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 Types(s) of Evidence:

☐ Candidate Artifact ☐ Measure of Student Learning ☐ Observations

☐ Professional Practice Goal ☐ Student Feedback

Tag File to Essential Element(s):

☐ 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

Current Uploaded Evidence File

Show entries Search:

File Name	Type of Evidence	Tagged Element(s)	File Owner	Uploaded Date	File Size (mb)	Action
No uploaded file data exist.						

Once evidence has been uploaded, it will be viewable under the “Current Uploaded Evidence Files” and tagged elements in the Formative and Summative Assessments.

Formative Assessment

Evidence Categories

All available evidence will automatically populate for each Essential Element.

The “Observations” section will pull from the “Calibrated Evidence” boxes of completed Announced and Unannounced Observation Forms. The “Tagged Evidence Files” section will include any uploaded files tagged to the specific Essential Element.

Announced Observation 1 Observation Date: Calibrated Evidence: <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div> Count: 4000 chars left	Unannounced Observation 1 Observation Date: Calibrated Evidence: <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div> Count: 4000 chars left	Announced Observation 2 Observation Date: Calibrated Evidence: <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div> Count: 4000 chars left				
Unannounced Observation 2 Observation Date: Calibrated Evidence: <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div> Count: 4000 chars left	Formative Assessment Evidence: <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div> Count: 4000 chars left	<table border="1"> <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					

Quality, Scope, and Consistency Ratings

The PS and SP should calibrate Quality, Scope, and Consistency ratings and then choose one supervisor to select the chosen ratings from the drop-down menus.

Dimension	Rating
Quality	<div style="border: 1px solid #ccc; padding: 2px;"> Select ▼ </div>
Scope	<div style="border: 1px solid #ccc; padding: 2px;"> Select ▼ </div>
Consistency	<div style="border: 1px solid #ccc; padding: 2px;"> Select ▼ </div>

Evidence to Support Ratings

The PS and SP must discuss evidence to support the ratings for each Essential Element and then choose one supervisor to document it in the open response box.

Evidence-Based Feedback

The “Summary of Formative Assessment Ratings” table will automatically populate based on your ratings throughout the form. If any boxes are blank, scroll up to select a rating for the missing component.

You will use these ratings to determine the candidate’s overarching areas of strength and areas for growth. For each, check off the aligned Essential Element(s) and draft evidence-based feedback to support the TC’s ongoing learning and growth.

Summary of Formative Assessment Ratings			
Element	Quality	Scope	Consistency
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			

Completing and Unlocking the Formative Assessment Form

- The option to “Complete” will only be available when all required components are filled in. If you do not yet see the “Complete” check box, look back for incomplete sections within the form.
- The PS and SP must both check “Complete” before it is available to the TC.
- After the PS and SP both check “Complete,” the form will be locked for editing.

☐ Complete

Note: Please check this box if this Observation Form is complete. This will give the teacher candidate access to view this Form. When both supervisors complete an observation, both must mark the form “Complete” in order to share it with the teacher candidate.

Cancel
Save

Summative Assessment

Evidence Categories

On the Summative Assessment, the PS or SP will also check boxes to indicate which categories of evidence informed each Essential Element's final ratings.

Sources of Evidence							
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"/>

The selected categories should align with available observations and tagged files.

Announced Observation 1 Observation Date: Calibrated Evidence: <div style="background-color: #e0e0e0; height: 100px; margin-top: 10px;"></div> Count: 4000 chars left	Unannounced Observation 1 Observation Date: Calibrated Evidence: <div style="background-color: #e0e0e0; height: 100px; margin-top: 10px;"></div> Count: 4000 chars left	Announced Observation 2 Observation Date: Calibrated Evidence: <div style="background-color: #e0e0e0; height: 100px; margin-top: 10px;"></div> Count: 4000 chars left				
Unannounced Observation 2 Observation Date: Calibrated Evidence: <div style="background-color: #e0e0e0; height: 100px; margin-top: 10px;"></div> Count: 4000 chars left	Formative Assessment Evidence: <div style="background-color: #e0e0e0; height: 100px; margin-top: 10px;"></div> Count: 4000 chars left	<table border="1"> <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					

Before completing, the PS and SP must ensure these expectations are met:

- Each category of evidence (Observations, Measure of Student Learning, Student Feedback, Professional Practice Goal, Candidate Artifacts) must be used to support the rating for at least one Essential Element.
- The rating for each element must be supported by two categories of evidence.
- For I-A-1, II-A-1, and II-B-2, observations must be used as one category.

Quality, Scope, and Consistency Ratings

The Formative Assessment Quality, Scope, and Consistency ratings will pre-populate for reference. The PS and SP must now calibrate Summative Assessment Quality, Scope, and Consistency ratings and then choose one supervisor to select the chosen ratings from the drop-down menus.

Readiness Thresholds

Once all three ratings are selected, the supervisor will indicate whether the readiness threshold is met for the Essential Element. Select yes if:

- Quality is “Proficient” or higher
- Scope and Consistency are “Needs Improvement” or higher

Dimension	Formative Assessment Rating	Summative Assessment Rating	Readiness Threshold Met?
Quality		Select ▼	<input type="radio"/> Yes <input type="radio"/> No
Scope		Select ▼	
Consistency		Select ▼	

Evidence to Support Ratings

The PS and SP must discuss evidence to support the ratings for each Essential Element and then choose one supervisor to document it in the open response box.

Evidence-Based Feedback

The “Summary of Summative Assessment Ratings” table will automatically populate based on your ratings throughout the form. If any boxes are blank, scroll up to ensure you select a rating. Then, draft evidence-based feedback and a recommended focus area for a future professional practice goal to support the TC’s ongoing learning and growth.

Evidence-Based Feedback to Candidate	<div style="border: 1px solid #ccc; height: 60px;"></div> <div>Count: 4000 chars left</div>
Recommended Focus for Future Professional Practice Goal	<div style="border: 1px solid #ccc; height: 60px;"></div> <div>Count: 4000 chars left</div>

Ready to Teach Determination

The final step is determining whether the TC is “Ready to Teach” or “Not Yet Ready to Teach.” If you select “Ready to Teach,” you are confirming the TC is rated “Proficient” or higher in Quality and “Needs Improvement” or higher in Scope and Consistency across all Essential Elements.



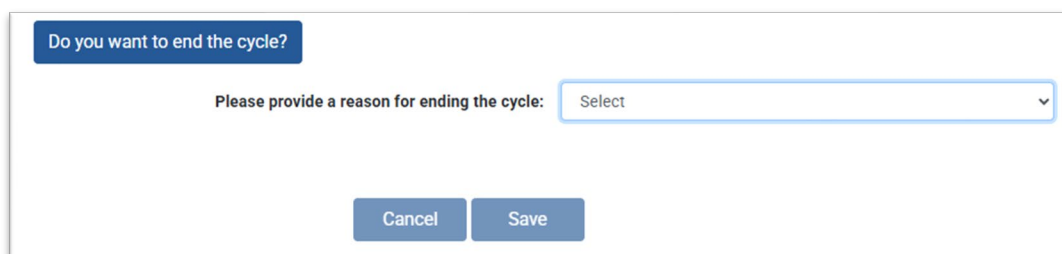
A horizontal form with two radio buttons. The first radio button is selected and labeled "Ready to Teach". The second radio button is unselected and labeled "Not Yet Ready to Teach".

Completing and Unlocking the Summative Assessment Form

- The option to “Complete” will only be available when all required components are filled in. If you do not yet see the “Complete” check box, look back for an incomplete section.
- The PS and SP must both check “Complete” before it is available to the TC.
- After the PS and SP both check “Complete,” the form will be locked for editing.

Ending a CAP Cycle

To end the cycle, scroll to the bottom of the CAP Form. Click on “Do you want to end the cycle?” and select the reason for ending the cycle from the dropdown menu.



A form titled "Do you want to end the cycle?". Below the title is a text input field with the placeholder "Please provide a reason for ending the cycle:". To the right of the text input is a dropdown menu with the text "Select" and a downward arrow. At the bottom of the form are two buttons: "Cancel" and "Save".

You will be able to select between three options:

- Exited the program
- Cycle created in error
- Completed CAP

“Completed CAP” will only appear if all elements of the cycle are complete.

- Do not close a cycle if you believe it is complete, but the “Complete CAP” option does not appear. Instead, review all components to see what might be missing.
- Often the issue is that a date is missing for one of the Three-Way Meetings.

Once you have ended a cycle you will not be able to reopen it yourself. If needed, contact your CM.