MASSACHUSETTS
Department of Elementary
and Secondary Education

CAP Online Platform User Guide

Program Supervisor (PS)

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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.

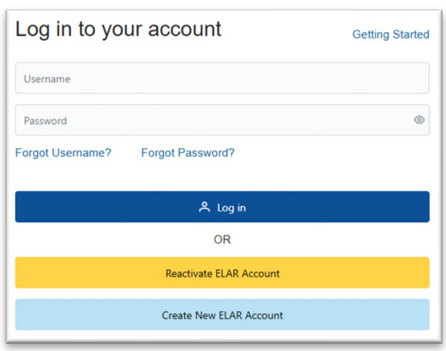
Important: The CAP Online Platform does not automatically save. Use the "save" button periodically as you work or draft responses in a separate document and paste them into the platform when ready.

Getting Started

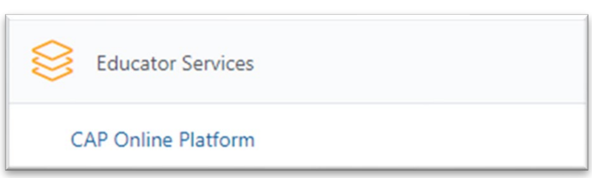
Logging In

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.



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.

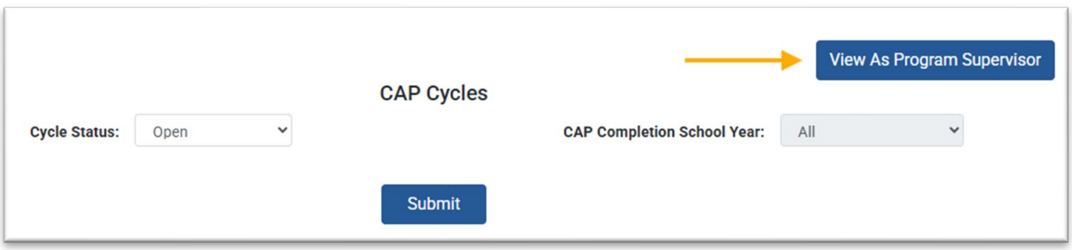


Program Supervisor Role

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.



Starting a New CAP Cycle

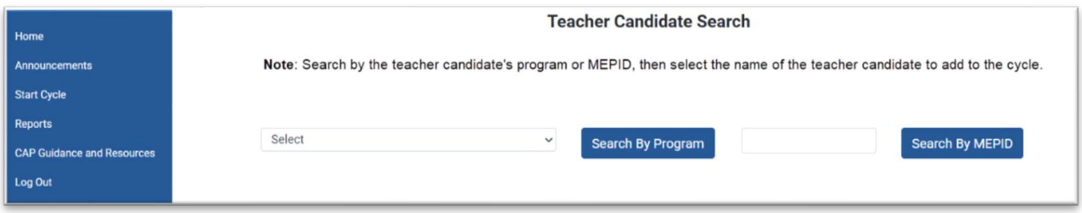
Registering a Candidate

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.

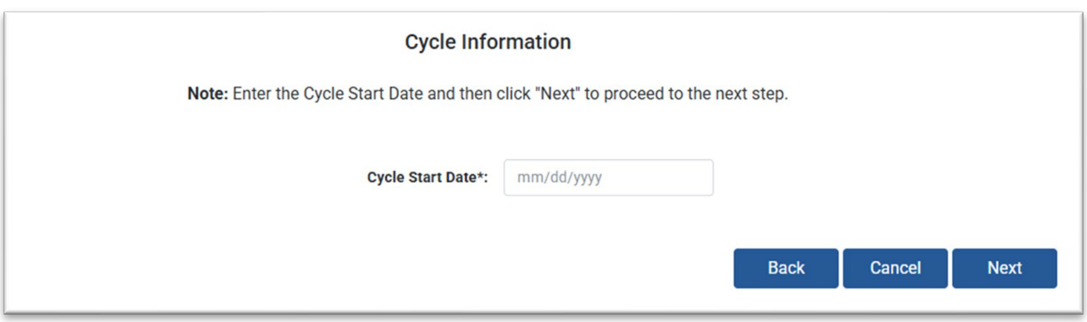
- Candidates must be enrolled in Early ID to start a cycle.
- If a candidate does not appear, they may not yet be enrolled in Early ID.

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.



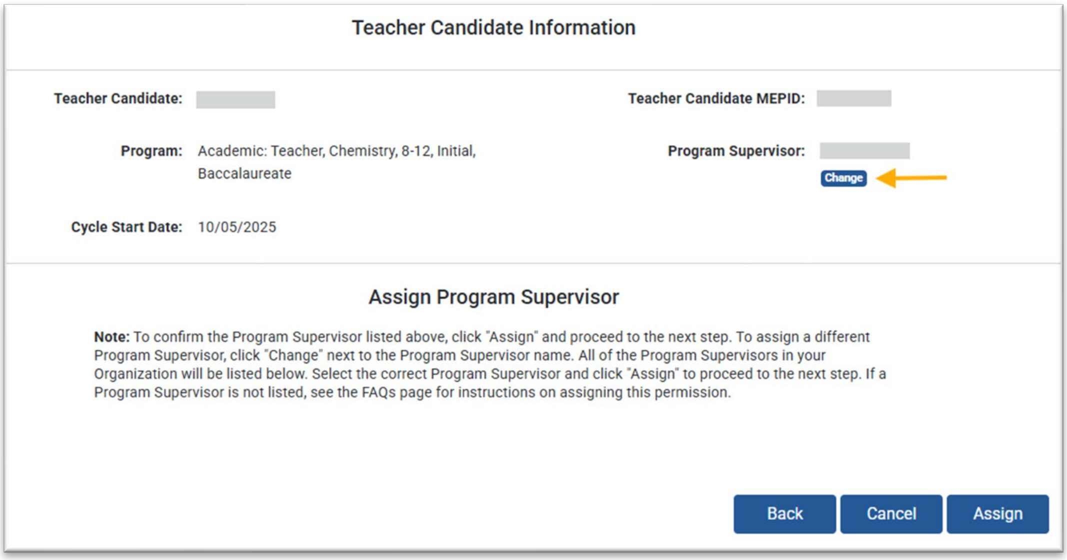
Once you have selected the correct TC, you will see a screen with information generated from Early ID. Enter the Cycle Start Date and then select “Next”.



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.



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 School[1]

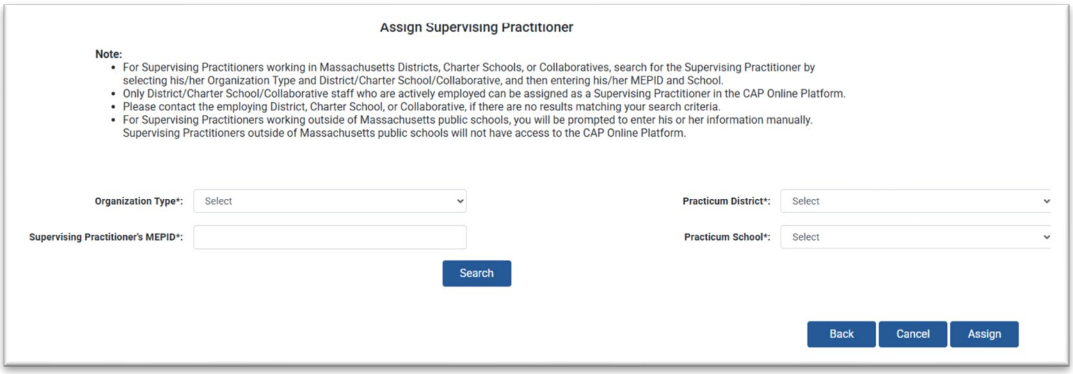
If selecting a Charter District, Collaborative, or Public School District, you will select the SP's district/school/collaborative from the Practicum District drop down menu, select the school from the Practicum School drop down menu, and enter the SP's MEPID. Once you enter that information, you will 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.

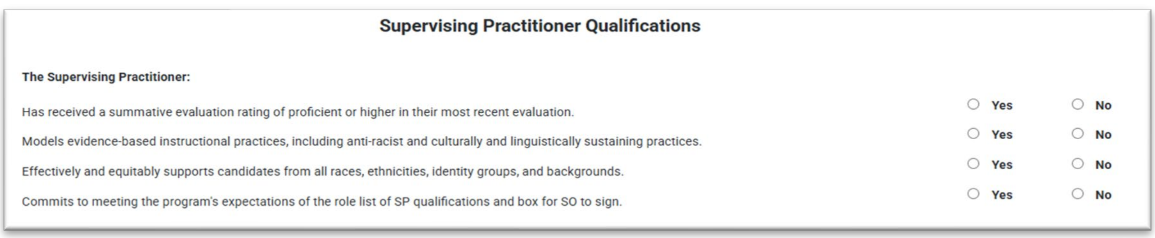
[1] Note that out-of-state placements require a waiver.

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.

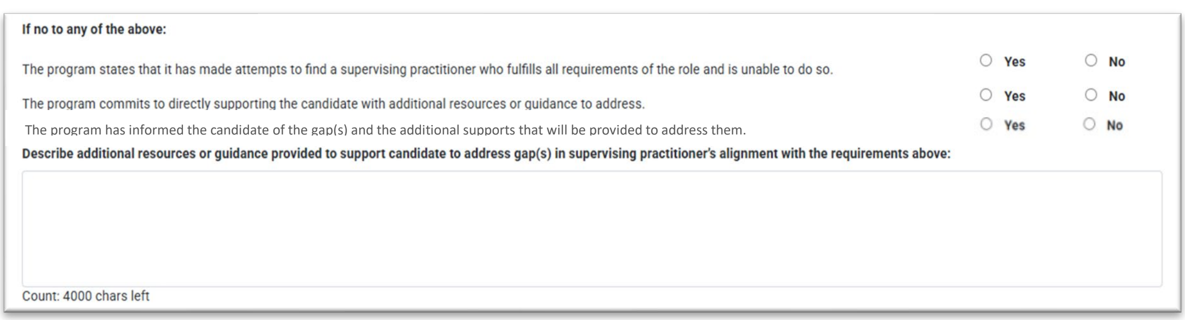
- **Private school and out-of-state SPs will not be able to fill out the forms on their own due to access and security concerns.** The CM and/or PS will need to complete forms on their behalf.



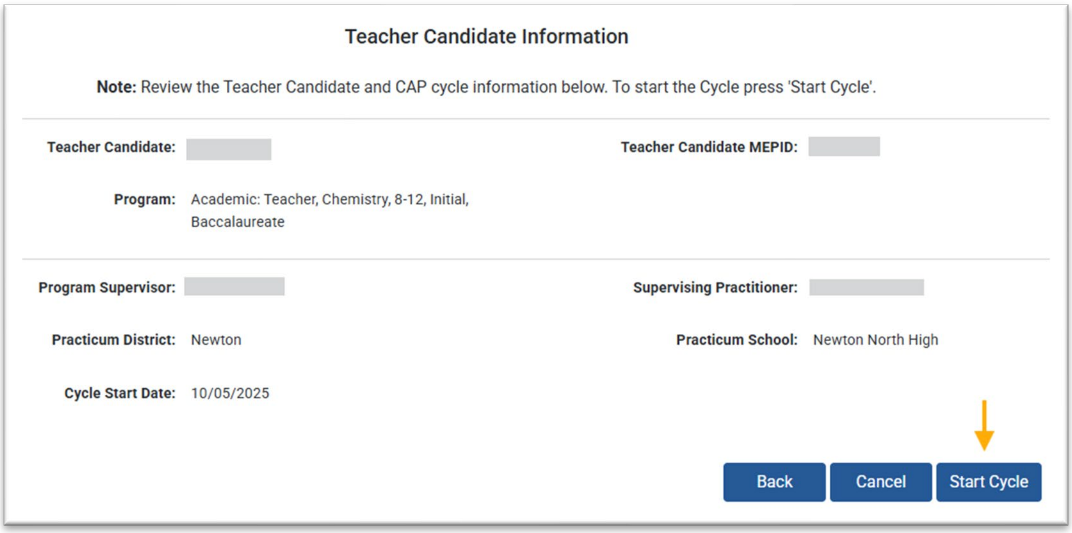
After assigning the SP, you will be asked to verify whether they meet each of DESE's qualifications for the role. **This section of the form is not visible to the SP or TC.**



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.**



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.



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

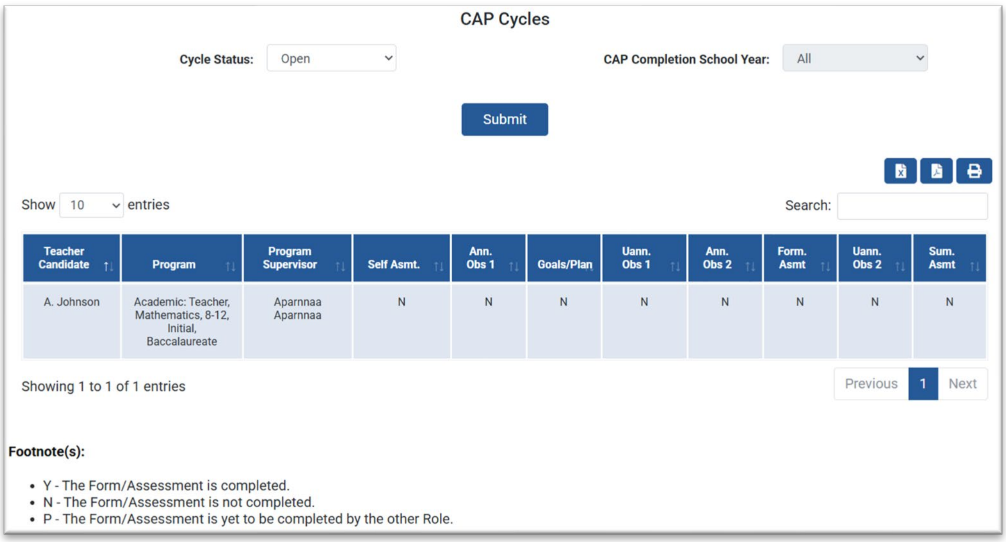
Adding an SP to a cycle will generate a new CAP-specific account for them, separate from their personal ELAR account. They will receive an email notifying them of how to sign into the new account. A copy of this email will be saved in the Correspondence History of the cycle.

Navigating the System

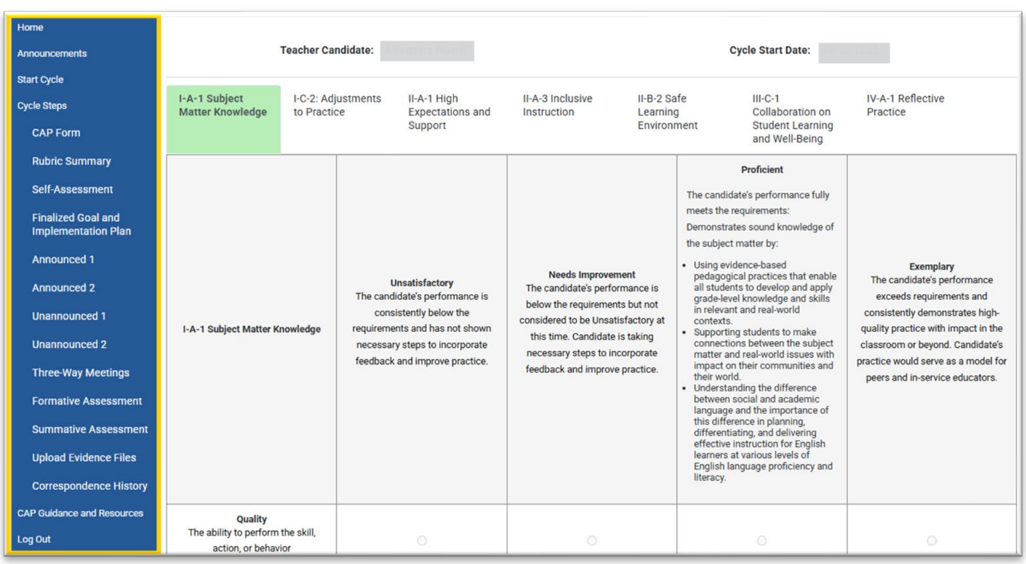
Home Page

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.

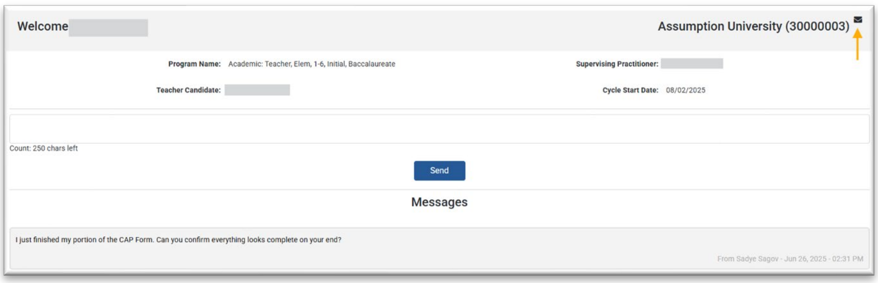


Click on a TC's name to be taken to that candidate's CAP forms. You can open each form using the navigation bar on the left-hand side of the webpage.



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.

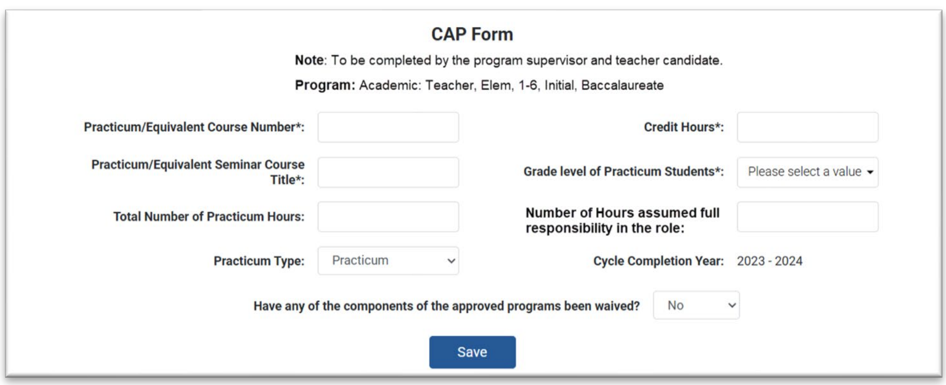


CAP Cycle Components

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.

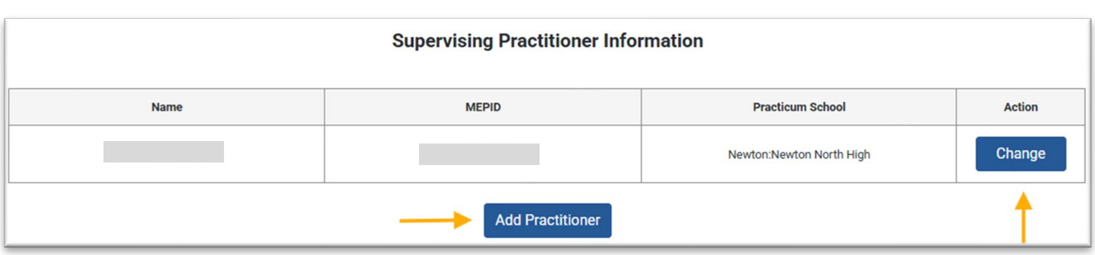
- If the TC will be doing a split practicum, select the grade levels for both placements.
- The total number of practicum hours and hours in full responsibility should meet or exceed the regulatory requirements as per 603 CMR 7.04 (4).
- You may read more about potential waivers in Appendix J of the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



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.

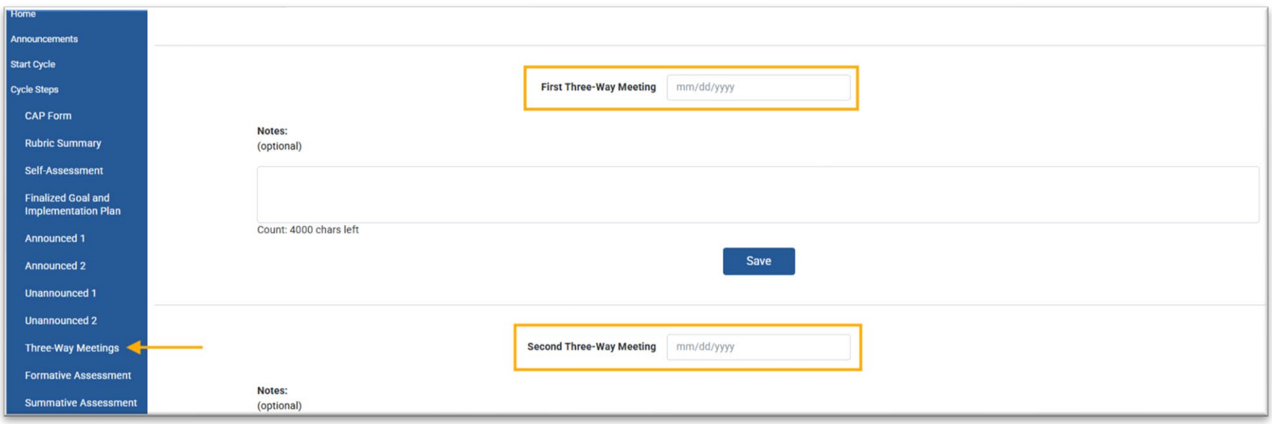
If a TC has a split practicum, select the "Add Practitioner" button. Adding an SP will not provide you with extra forms. You may choose to split up the existing forms in advance to know which SP is conducting each observation or upload additional forms as tagged evidence.



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.

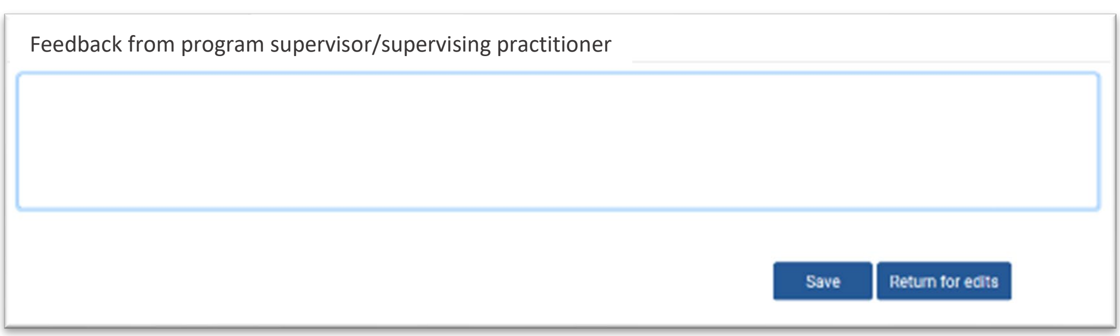
The Three-Way Meeting form must be completed after each meeting. To do so, navigate to “Three-Way Meetings” in the left-hand navigation bar. The PS, SP, or TC can fill out the dates of these meetings. The dates are required, but notes are optional.



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.

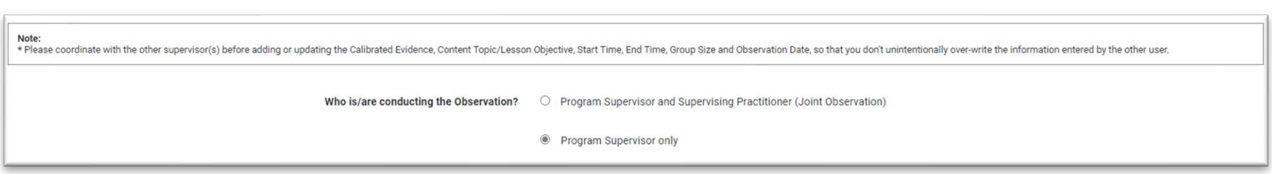
Once all members of the triad have finished their sections, the PS must select the "Complete" button that will appear at the bottom of the form. After clicking "Complete", the form cannot be edited.

Announced and Unannounced Observations

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

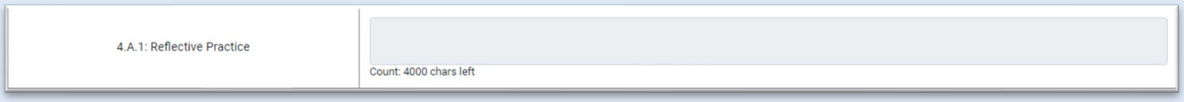
Observers and Modality

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."

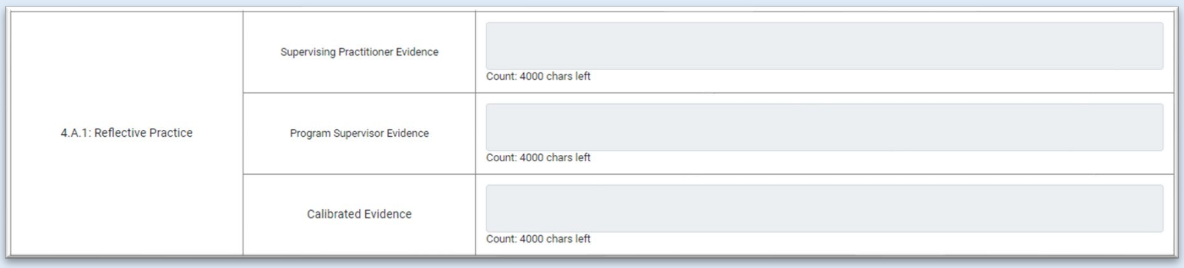


Form layout depends on who is completing the observation

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



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



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.

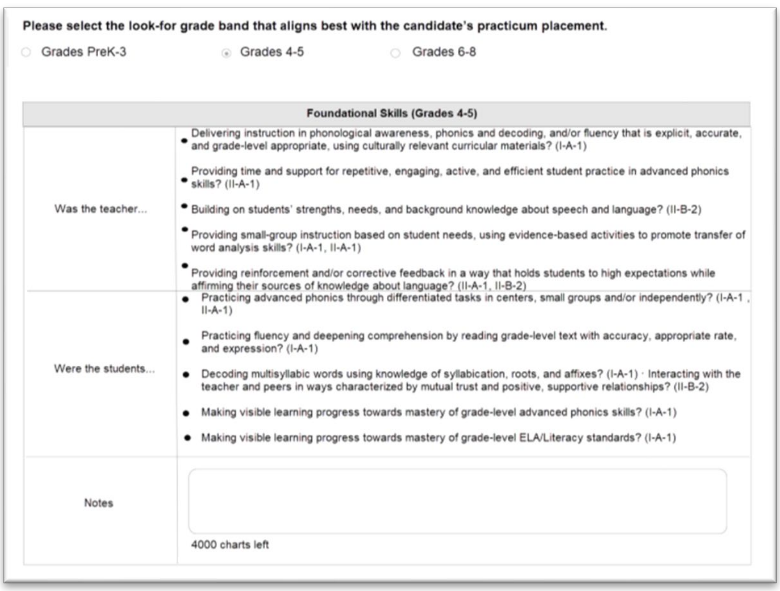
Early Literacy Look-Fors

The Early Literacy Look-Fors are automatically embedded at the top of Announced Observation 2[2] 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...	• 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...	• 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	4000 charts left

[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:

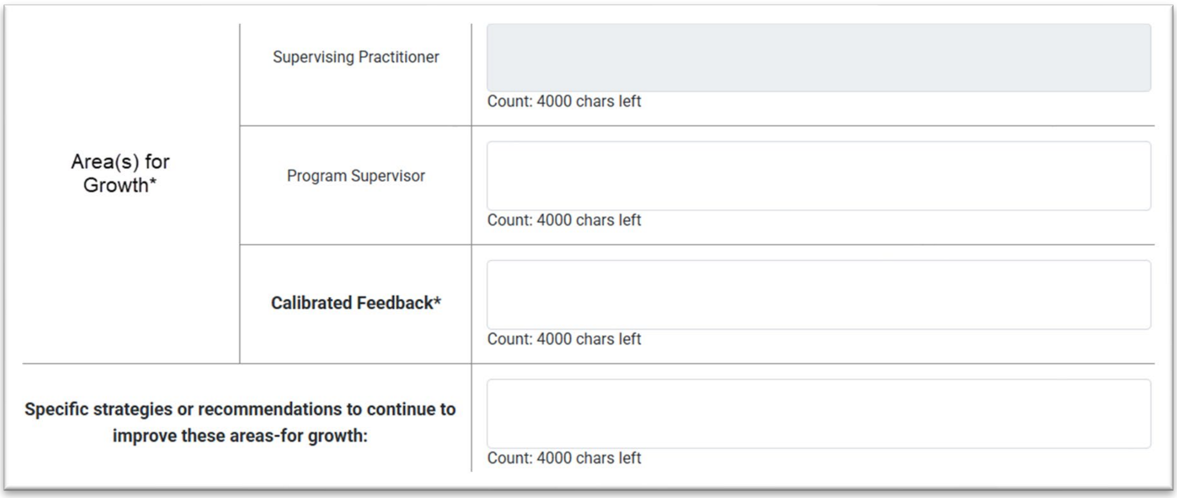
Required Elements:
I-A-1 Subject Matter Knowledge
II-A-1 High Expectations and Support
II-B-2 Safe Learning Environment

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	Count: 4000 chars left
	Program Supervisor Evidence	Count: 4000 chars left
	Calibrated Evidence*	Count: 4000 chars left
I-C-2: Adjustments to Practice	Supervising Practitioner	Count: 4000 chars left
	Program Supervisor Evidence	Count: 4000 chars left
	Calibrated Evidence	Count: 4000 chars left

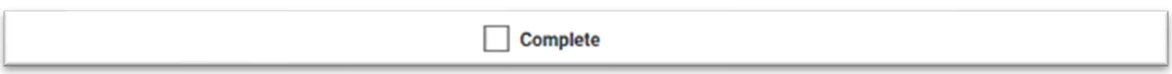
Actionable Feedback

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.



Completing and Unlocking Observation Forms

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

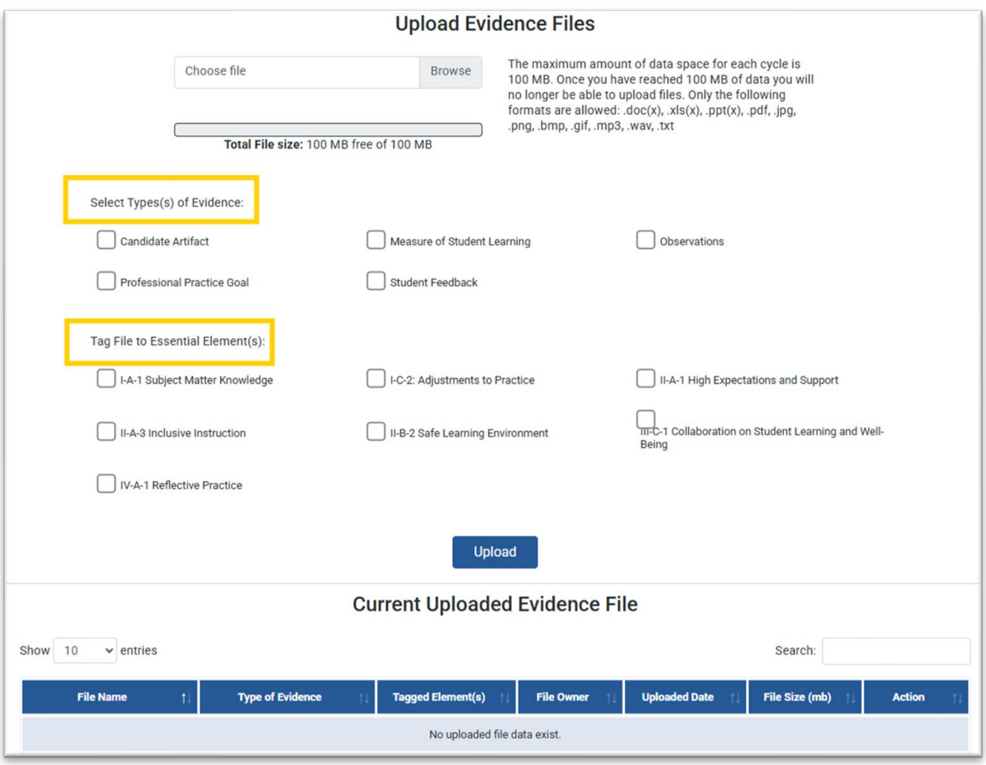
File Sizes and Formats

- 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



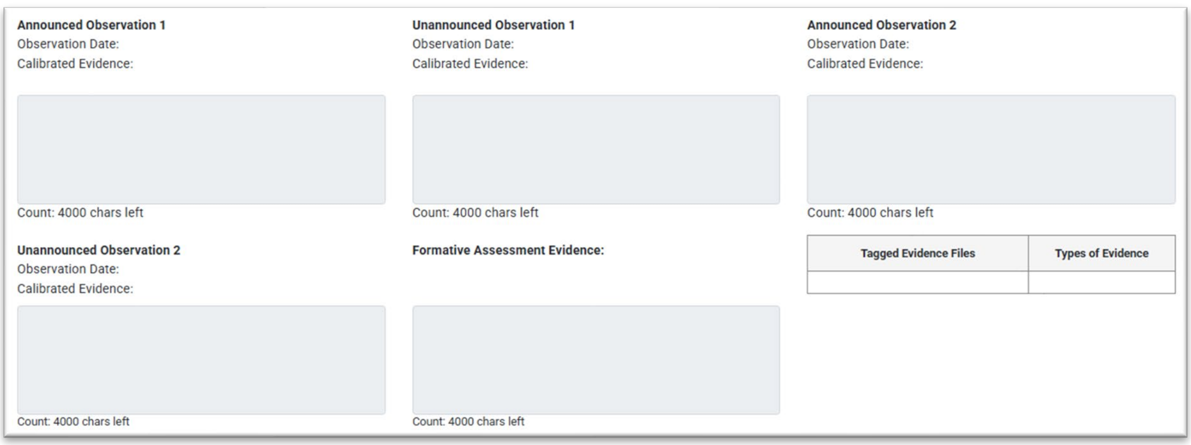
Once evidence has been uploaded, it will be viewable under the "Current Uploaded Evidence Files" and tagged elements in the Formative and Summative Assessments.

Formative Assessment

Evidence Categories

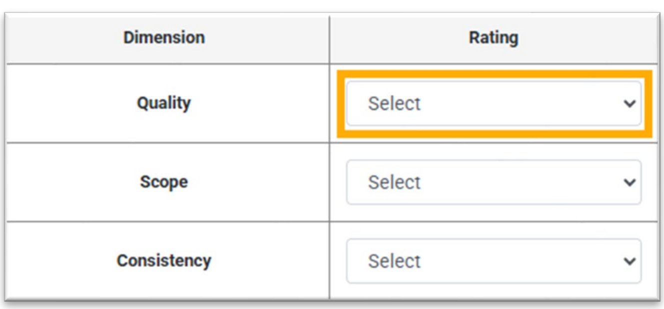
All available evidence will automatically populate for each Essential Element.

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.



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.



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.

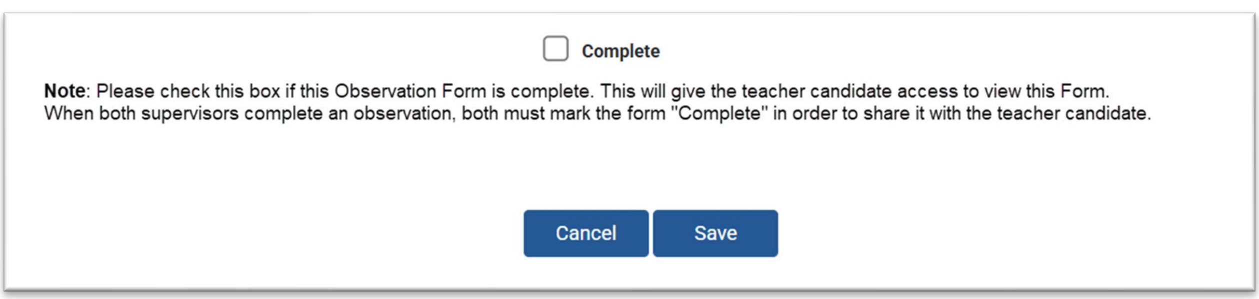
You will use these ratings to determine the candidate's overarching areas of strength and areas for growth. For each, check off the aligned Essential Element(s) and draft evidence-based feedback to support the TC's ongoing learning and growth.

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

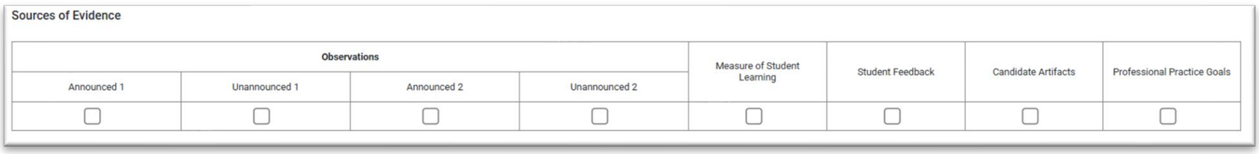
- The option to "Complete" will only be available when all required components are filled in. If you do not yet see the "Complete" check box, look back for incomplete sections within the form.
- The PS and SP must both check "Complete" before it is available to the TC.
- After the PS and SP both check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



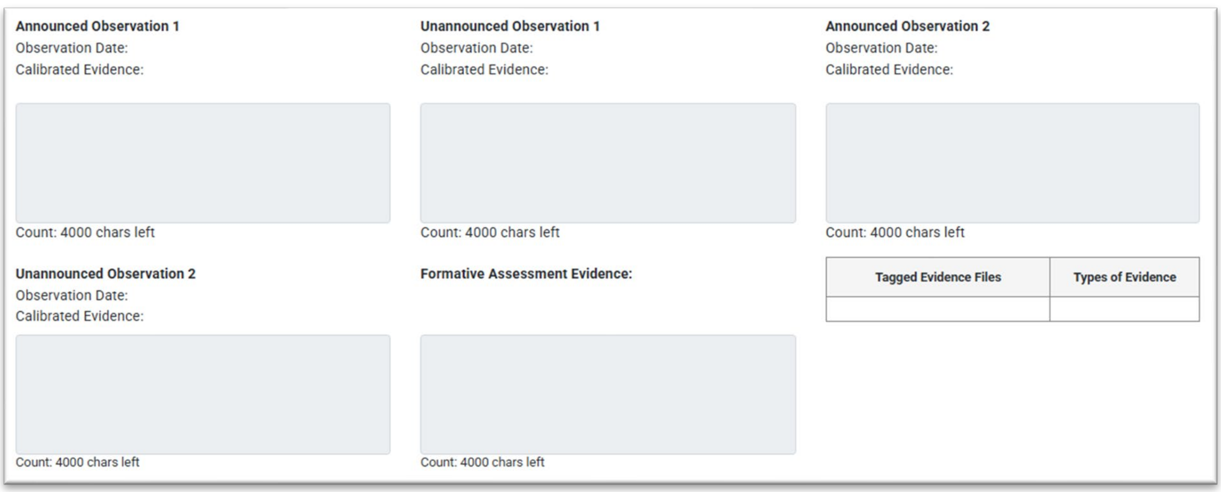
Summative Assessment

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.



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



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	Yes 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	Count: 4000 chars left
Recommended Focus for Future Professional Practice Goal	Count: 4000 chars left

Ready to Teach Determination

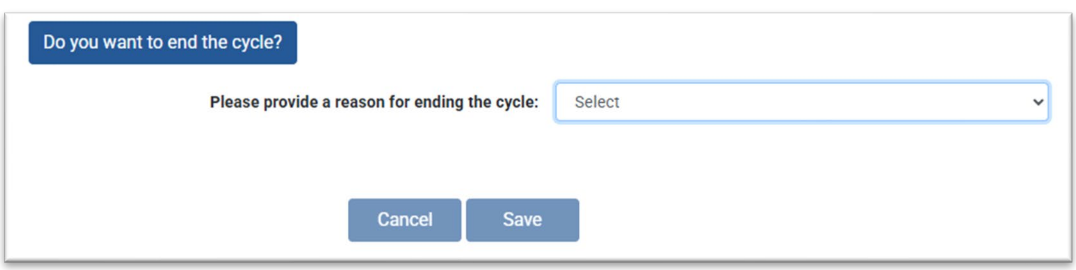
The final step is determining whether the TC is “Ready to Teach” or “Not Yet Ready to Teach.” If you select "Ready to Teach," you are confirming the TC is rated “Proficient” or higher in Quality and “Needs Improvement” or higher in Scope and Consistency across all Essential Elements.

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.



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.