CAP Online Platform User Guide

Supervising Practitioner (SP)

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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 required CAP forms.

Purpose of the User Guide

This document is designed to support supervising practitioners 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 issues. Please take note of the tips in these boxes. If these materials do not address your questions, please contact the program supervisor assigned to your triad or your sponsoring organization's CAP manager. If needed, they may elevate questions to DESE for further clarification or support.

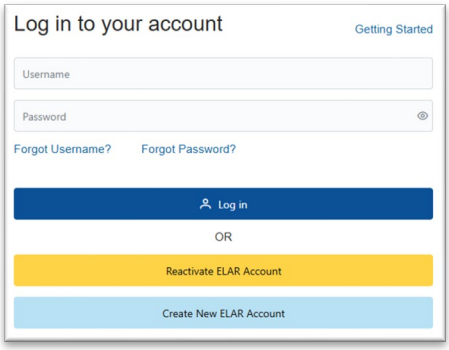
Important: The CAP Online Platform does not automatically save. Use the "save" button periodically as you work or draft responses in a separate document and paste them into the platform when ready.

Getting Started

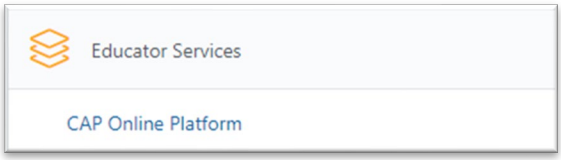
Logging In

The CAP Online Platform is embedded within the Education Security Portal.

1. **The CAP Online Platform requires a login separate from your personal ELAR account.** You will receive an email notification with your CAP-specific username and login instructions.
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 into the Education Security Portal with your CAP-specific username and password, you should see a link to enter the CAP Online Platform from the home page. If the application is not listed as shown in the image below, please contact your CM.



Supervising Practitioner Role

The SP has the ability to:

- View progress for assigned candidates;
- View and complete observation and assessment forms;
- Upload and tag evidence; and
- Communicate with the program supervisor and candidate.

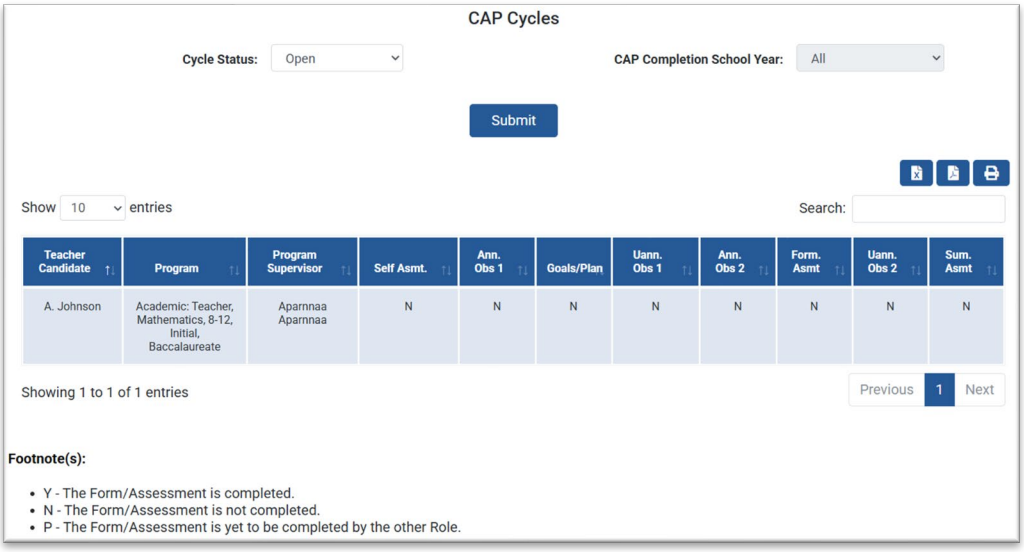
Private school and out-of-state SPs will not be able to fill out the forms on their own. If this applies to you, the CM and/or PS will need to complete forms on your behalf due to access and security concerns.

Navigating the System

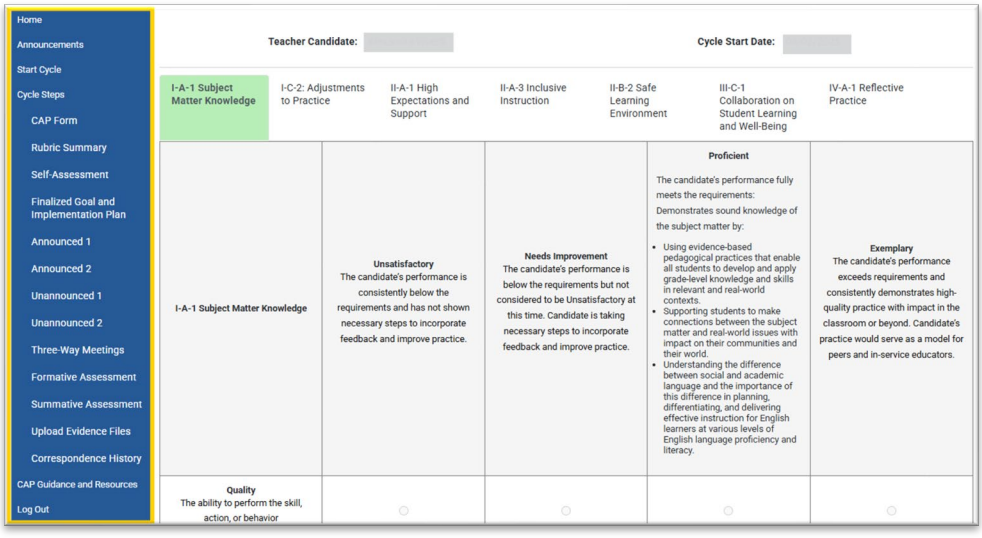
Home Page

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 is one TC's CAP Cycle. To sort each column, use the up/down arrows.
- To search for a TC by name or program, use the "Search" bar.

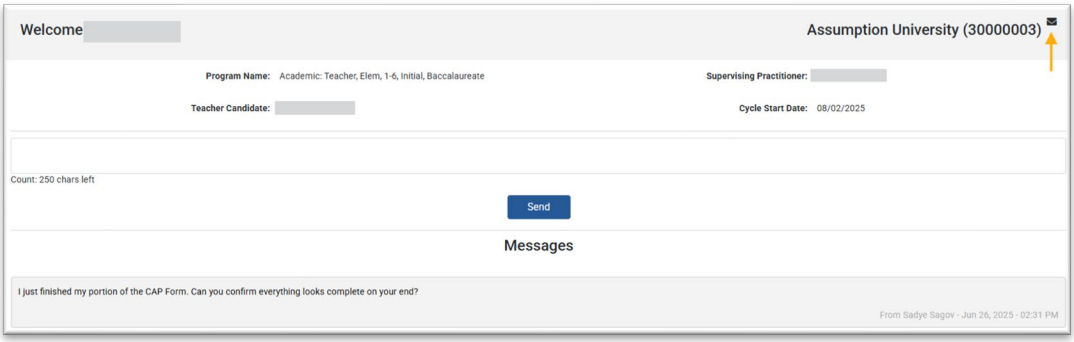


Click on a TC's name to be taken to that candidate's CAP cycle. Once in an individual cycle, you can open forms using the navigation bar on the left-hand side.



Messages

You may communicate with the PS and TC 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.

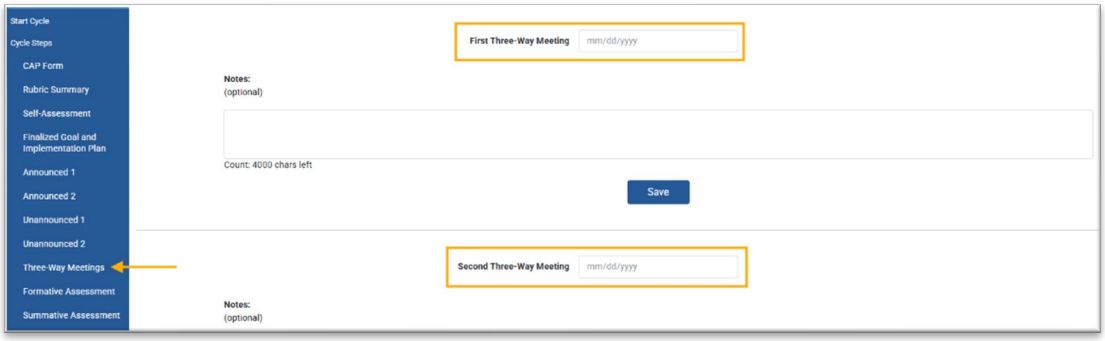


CAP Cycle Components

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.

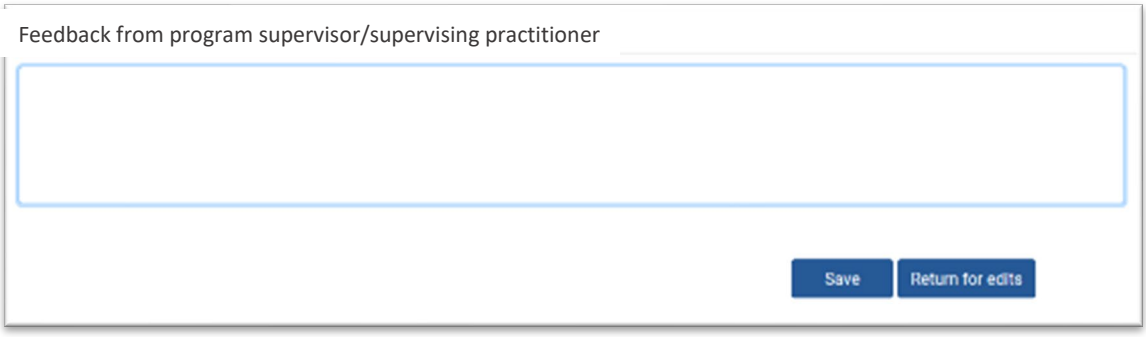
The Three-Way Meeting form must be completed after each meeting. To do so, navigate to "Three-Way Meetings" in the left-hand navigation bar. The PS, SP, or TC can fill out the dates of these meetings. The dates are required, but notes are optional.



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.

You can use the left-hand navigation bar to open the Self-Assessment Form. You will be able to provide feedback at the bottom of the form as shown below.



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:

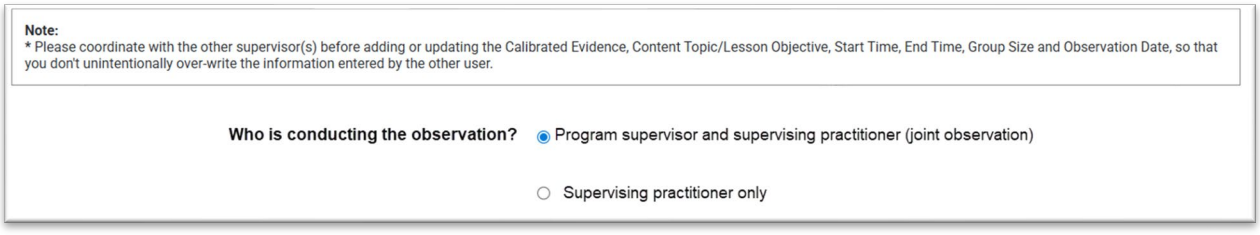
1. The TC will complete the **Professional Practice Goal**. The preliminary goal drafted in the Self-Assessment will automatically populate. The TC will have the opportunity to revise this goal based on any input provided by the PS and SP.
2. The PS and the SP will complete the **Implementation Plan**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

The platform does <u>not</u> automatically save, so click the "Save" periodically. Once all members of the triad have finished their sections, the PS must select the "Complete" button that will appear at the bottom. After the form is "Complete", it cannot be edited.

Announced and Unannounced Observations

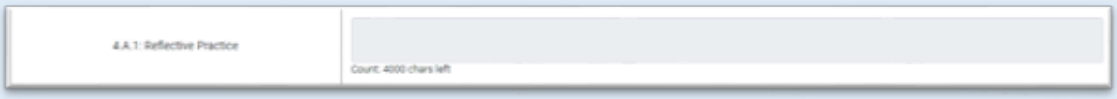
Individual vs. Joint Observations

Supervising practitioners must observe the candidate for Unannounced and Announced observations. Program supervisors are only required to be part of Announced observations but may participate in all as able and desired. 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 "Supervising practitioner only".



Form layout depends on who is completing the observation

- If completing individually, you will see one open-response box per question.



- If completing jointly, you will see three separate boxes: SP, PS, and calibrated.

Avoid toggling between individual and joint forms

- Switching back and forth between "PS/SP Only" and "Joint" form modes will very likely 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 saved.
- As a result, only one supervisor should enter text into the "calibrated" boxes, decide ahead of time which supervisor will take this role.

Early Literacy Look-Fors

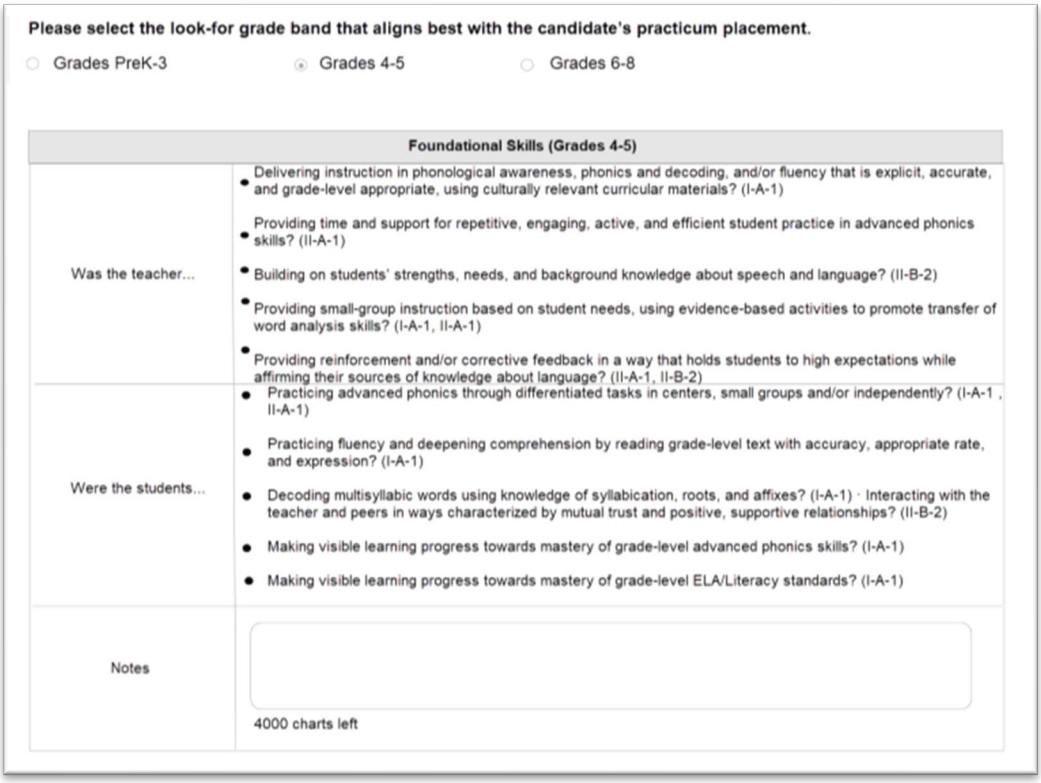
The Early Literacy Look-Fors are automatically embedded at the top of Announced Observation 2[1] on the CAP Online Platform for Early Childhood, Elementary, and Moderate Disabilities PK-2/PK-8 candidates.

[1] 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.

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.**



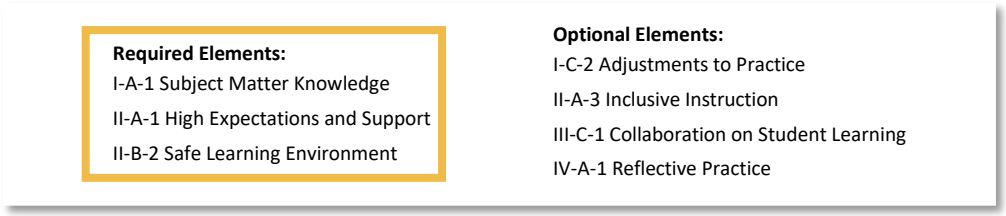
Please select the look-for grade band that aligns best with the candidate's practicum placement.

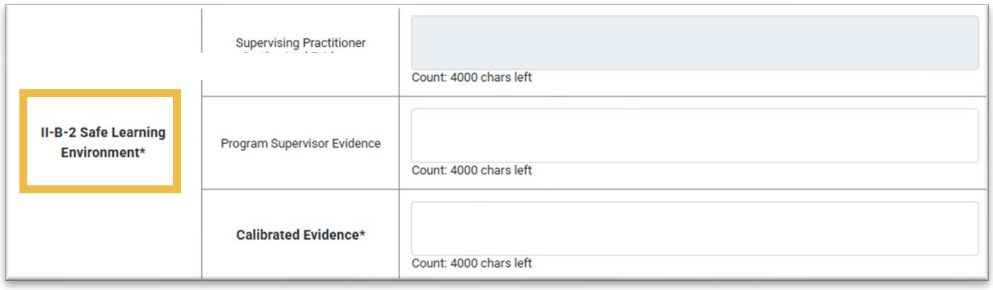
○ Grades PreK-3 ◉ Grades 4-5 ○ Grades 6-8

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

Synthesized Evidence

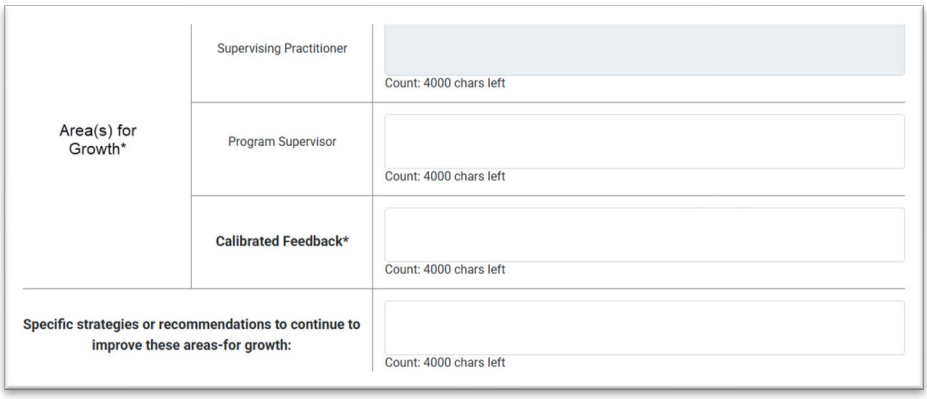
You are required to document observation evidence for the required focus elements listed at the top of each observation form and bolded in the synthesized evidence tables:





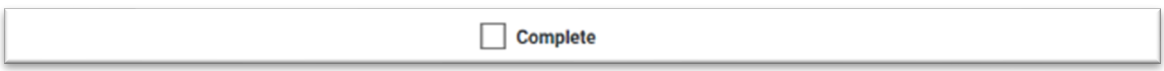
Actionable Feedback

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



Completing and Unlocking Observation Forms

Once all information is final, you must select "Complete" at the bottom of the form to make it available to the TC. If both the PS and SP are conducting the observation, both must take this step. After you have selected "Complete," either the CM or PS must unlock the form for you to be able to make edits.



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.

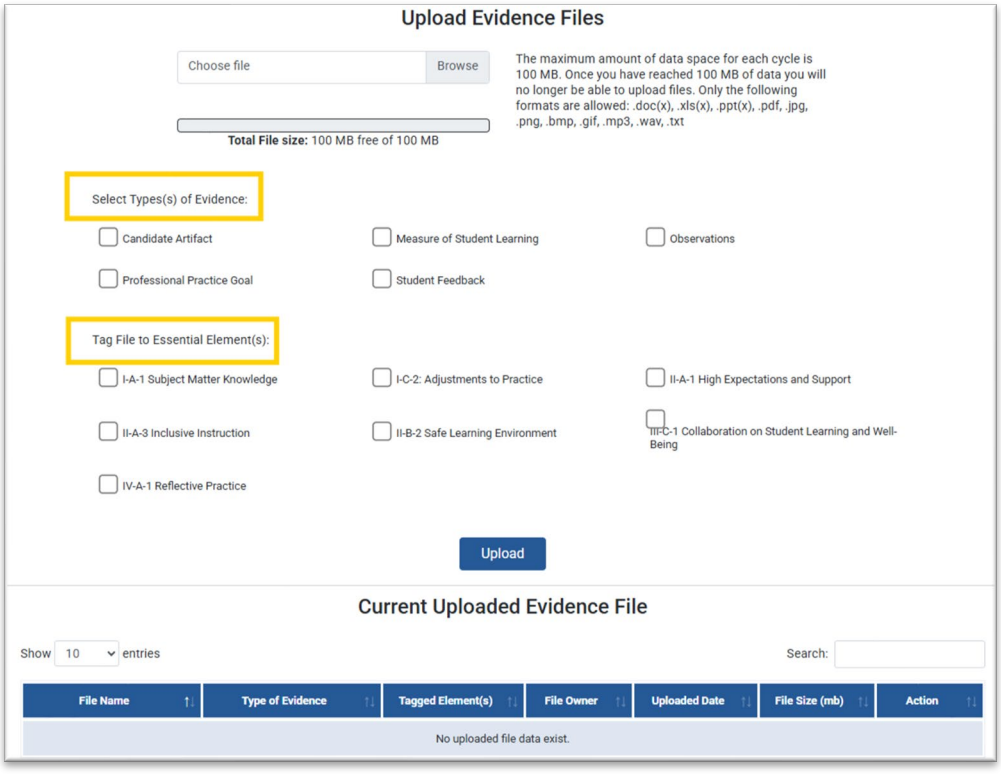
File Sizes and Formats

- 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



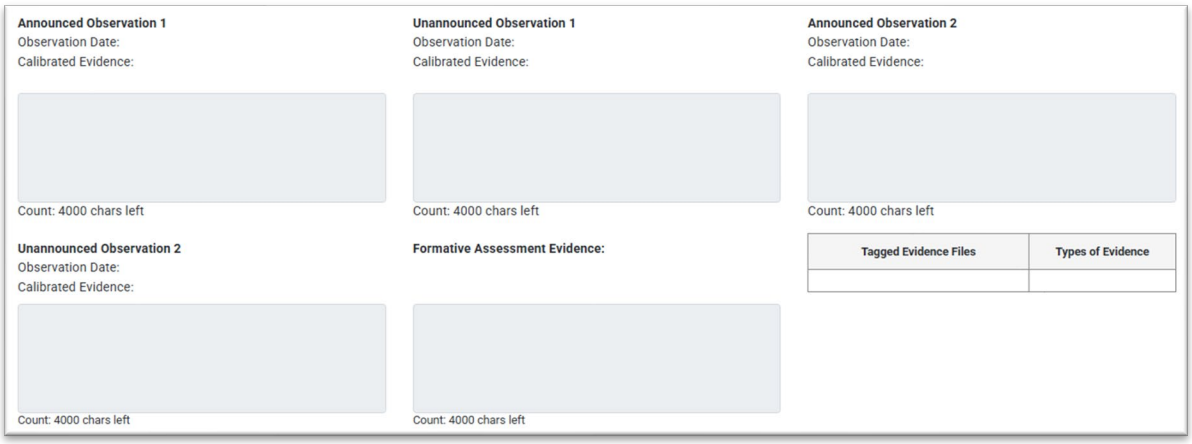
Once evidence has been uploaded, it will be viewable under the "Current Uploaded Evidence Files" and tagged elements in the Formative and Summative Assessments.

Formative Assessment

Evidence Categories

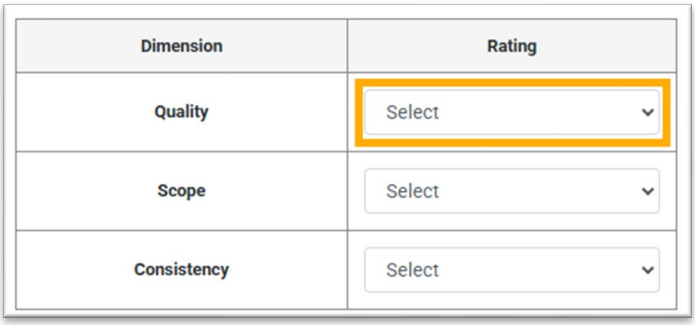
All available evidence will automatically populate for each Essential Element.

The “Observations” section will pull in synthesized evidence from the Announced and Unannounced Observation Forms. The “Tagged Evidence Files” section will link to uploaded files tagged to the specific Essential Element.



Quality, Scope, and Consistency Ratings

The PS and SP must calibrate Quality, Scope, and Consistency ratings together 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 ratings throughout the form. If any boxes are blank, scroll up to select a rating.

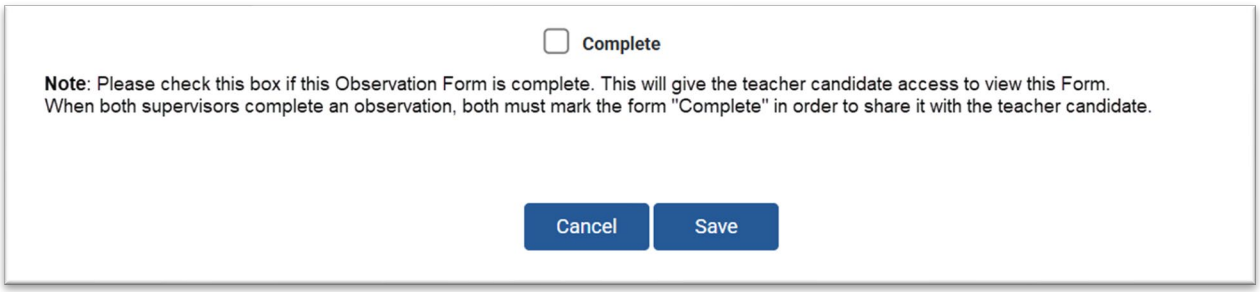
You will use these ratings to determine the candidate’s overarching areas of strength and areas for growth. For each, check off the aligned Essential Element(s) and draft evidence-based feedback to support the TC’s ongoing learning and growth.

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 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 check box, look back for missing components.
- 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.

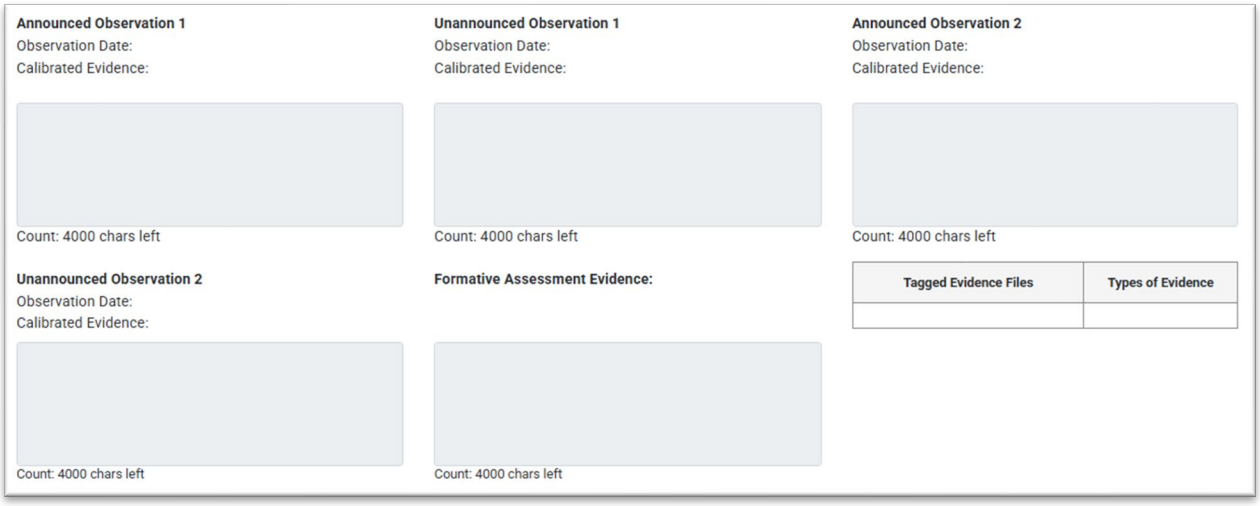


Summative Assessment

Evidence Categories

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

Selected categories should align with pre-populated observations and 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.

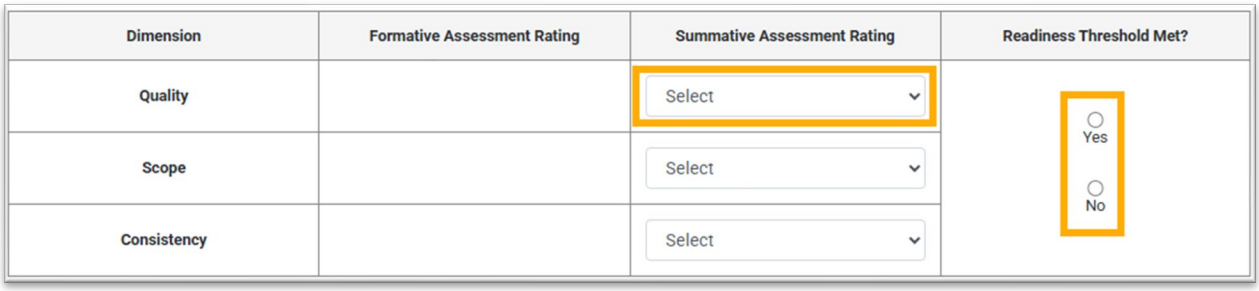
Quality, Scope, and Consistency Ratings

As shown in the image on the next page, the Formative Assessment Quality, Scope, and Consistency ratings will pre-populate for reference. The PS and SP must again calibrate 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



Evidence to Support Ratings

The PS and SP must discuss evidence to support the ratings for each element together 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 ratings throughout the form. If any boxes are blank, scroll up to select a rating. Then, draft evidence-based feedback to support the TC’s ongoing learning and growth.

Ready to Teach Determination

The final step is determining whether the TC is “Ready to Teach” or “Not Yet Ready to Teach.” If you click "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 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 check box, look back for missing components.
- 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.