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

For a novice teacher to well-serve all students, it is not necessary that they demonstrate full proficiency in each of the Essential Elements. The CAP Rubric therefore associates a readiness threshold to the three dimensions of quality, scope and consistency for each Essential Element. The CAP Rubric is used to evaluate the candidate across these dimensions in both the Formative and Summative Assessments. **Candidates are expected to demonstrate proficiency in quality for each of the seven elements by the conclusion of CAP, however they may be considered “Ready to Teach” with ratings of Needs Improvement in scope and consistency.**

For both the Formative and Summative Assessments, field supervisors must complete the table below indicating which sources of evidence were used to inform each rating. Multiple sources of evidence must be used to determine and support the rating for each element. Each category of evidence must be used for at least one element; observations must be included as one source of evidence for I-A-1, II-A-1, and II-B-2.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Observations** | **Measure of Student Learning** | **Student Feedback** | **Professional Practice Goal** | **Candidate Artifacts** |
| **I-A-1** Subject Matter Knowledge | **Required** |  |  |  |  |
| **I-C-2** Adjustments to Practice |  |  |  |  |  |
| **II-A-1** High Expectations and Support | **Required** |  |  |  |  |
| **II-A-3** Inclusive Instruction |  |  |  |  |  |
| **II-B-2** Safe Learning Environment | **Required** |  |  |  |  |
| **III-C-1** Collaboration on Student Learning and Well-Being |  |  |  |  |  |
| **IV-A-1** Reflective Practice |  |  |  |  |  |

**I-A-1 Subject Matter Knowledge**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-A-1 Subject Matter Knowledge | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | 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.  | The candidate’s performance fully meets the requirements: Demonstrates sound knowledge of the subject matter by:  * Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts.
* Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world.
* Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.
 | 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** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

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

**I-C-2 Adjustments to Practice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-C-2 Adjustments to Practice | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | 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.  | The candidate’s performance fully meets the requirements: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.  | 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** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

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

**II-A-1 High Expectations and Support**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-A-1 High Expectations and Support | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | 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.  | The candidate’s performance fully meets the requirements: Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by:* Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning.
* Providing flexible and responsive supports, scaffolds, and tools to meet students’ needs.
* Communicating clear criteria for success (e.g., models, rubrics, exemplars).
* Reinforcing perseverance and effort with challenging content and tasks.
 | 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** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

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

**II-A-3 Inclusive Instruction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-A-3 Inclusive Instruction  | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | 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.  | The candidate’s performance fully meets the requirements: Accommodates and supports individual differences in all students’ learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: * Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students’ native language and linguistic resources to make grade-level content accessible and affirming for all students.
* Providing students with multiple ways to learn content and demonstrate understanding.
 | 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** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

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

**II-B-2 Safe Learning Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-B-2 Safe Learning Environment | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | 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.  | The candidate’s performance fully meets the requirements: Creates and maintains a safe, supportive, and inclusive environment by: * Establishing, with student input, classroom routines and systems to support student learning.
* Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness).
* Supporting student accountability for the impact of their actions.
* Enabling students to take academic risks and share ideas freely.
* Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.
 | 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** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

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

**III-C-1 Collaboration on Student Learning and Well-Being**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| III-C-1 Collaboration on Student Learning and Well-Being | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | 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.  | The candidate’s performance fully meets the requirements: Partners with families to support students’ learning and well-being by: * Leveraging families’ cultural and linguistic knowledge and expertise as assets.
* Engaging with families about what students are learning in the classroom and expectations for student success.
* Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.
 | 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** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

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

**IV-A-1 Reflective Practice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-A-1 Reflective Practice | The candidate’s performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice. | 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.  | The candidate’s performance fully meets the requirements: Reflects on the effectiveness of instruction and how one’s identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards. | 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** |  |  |  |  |
| **Scope** |  |  |  |  |
| **Consistency** |  |  |  |  |

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

## Formative Assessment - Calibration

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Required Focus Elements |  | Optional Focus Elements (check if relevant) |
|  | I-A-1 Subject Matter Knowledge |  | I.C.2 Adjustments to Practice |
| **Area for Growth #1** | 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 |

|  |  |
| --- | --- |
| Evidence from Observation |   |
| Recommended Action  |  |
| Potential Resources/Guided Practice/Training to support |   |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Required Focus Elements |  | Optional Focus Elements (check if relevant) |
|  | I-A-1 Subject Matter Knowledge |  | I.C.2 Adjustments to Practice |
| **Area for Growth #2** | 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 |

|  |  |
| --- | --- |
| Evidence from Observation |   |
| Recommended Action  |  |
| Potential Resources/Guided Practice/Training to support |   |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Required Focus Elements |  | Optional Focus Elements (check if relevant) |
|  | I-A-1 Subject Matter Knowledge |  | I.C.2 Adjustments to Practice |
| **Area of Strength #1** | 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 |

|  |  |
| --- | --- |
| Evidence from Observation |   |
| Recommended Action  |  |
| Potential Resources/Guided Practice/Training to support |   |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Required Focus Elements |  | Optional Focus Elements (check if relevant) |
|  | I-A-1 Subject Matter Knowledge |  | I.C.2 Adjustments to Practice |
| **Area of Strength #1** | 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 |

|  |  |
| --- | --- |
| Evidence from Observation |   |
| Recommended Action  |  |
| Potential Resources/Guided Practice/Training to support |   |